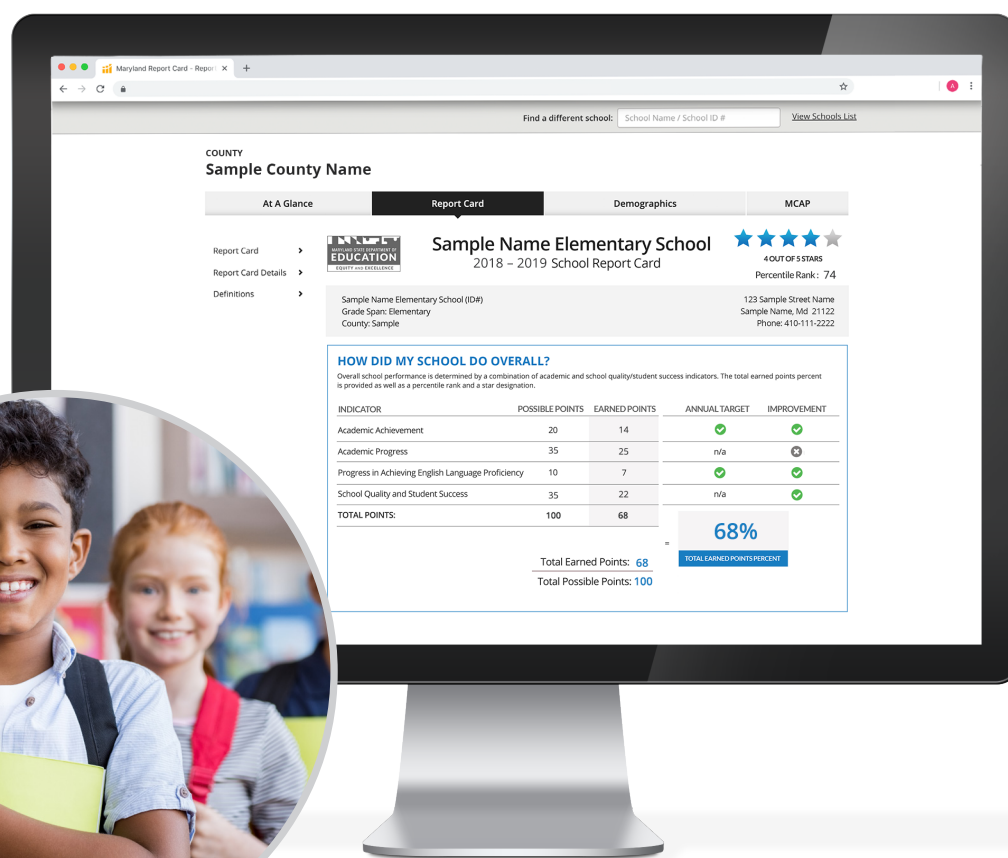




GUIDE TO UNDERSTANDING YOUR 2019 MARYLAND SCHOOL REPORT CARD



Stay informed and engaged with the 2019 Maryland School Report Card—featuring important new measurements to help gauge school improvement and accountability across the state.

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Letter From Dr. Karen B. Salmon

We are preparing students for a brighter future. That starts with better schools.

Continuous improvement is the cornerstone of every great educational system - and Maryland is committed to making our schools the best in the nation.

We have a lot to celebrate in Maryland when it comes to public education: award-winning schools, nationally recognized educators, and outstanding students across the state. Excellence, however, is an ongoing upward spiral; and excellence is our goal in every school for each student we serve.

The federal Every Student Succeeds Act (ESSA), passed in 2015, required states to develop long term plans to make sure schools provide a quality education for all students. Maryland's detailed plan to implement ESSA addressed accountability and innovation. The plan, written over the course of 18 months with unprecedented input and support of stakeholders, was approved by the United States Department of Education in early 2018.

As part of our ESSA plan, we launched the Maryland Report Card website in December 2018 to engage and inform families, educators, and other community members. The website features individual school report cards, which measure a wide range of factors. In addition to achievement on state assessments, the Maryland School Report Card looks at factors such as growth in achievement, high school graduation rates, student access to a well-rounded curriculum, progress in achieving English language proficiency, and readiness for postsecondary success. The information is available online, in a searchable and user-friendly format.

The 2019 Maryland School Report Card adds valuable new information, including the results from a statewide School Survey, state science assessment results for elementary and middle school students, and indicators of improvement since 2018 for each school. The survey, which was taken by students, grades 5 through 11, and educators in every school, provides information about safety, community, environment, and relationships, all of which are important factors in supporting a positive learning environment for all students. There is also detailed information about the performance of student groups since schools are accountable for serving all learners.

The Maryland School Report Card is designed to help families, educators, policymakers, and the public gain a better understanding about how each school is faring on ESSA accountability measures, as part of a larger conversation about the success of our education system. The Maryland Report Card website provides information to support ongoing discussions about school performance and allows us to work towards improving those schools and students who need additional support, while recognizing those who are achieving excellence so that we can emulate their success.

We will continue to improve the Maryland Report Card each year, just as we continue to improve our schools. Together, we are working to build a future that is for everyone.

Thank you for being a partner on this journey.



Karen B. Salmon, Ph.D.

Maryland State Superintendent of Schools



Overview of School Accountability

What is an “accountability system,” and why do we need one?

The term “knowledge is power” has existed for about 500 years, and never has it been more relevant than today. Not long ago, parents had no clear way of knowing how well schools were serving their children. Teachers and principals relied solely on local gauges of school performance, while parents only received information on their children, based on local measures. Equity advocates did not know whether disadvantaged students were receiving the learning opportunities and resources they needed, and how those students were performing. School boards, superintendents, and states had no consistent way of identifying schools that needed support to improve and setting them on a course to do so, celebrating exceptional schools.

Enter the “accountability system.” Maryland began looking at school and system performance in 1993, and in 2002 federal legislation required that school performance be gathered and reported in every state. An accountability system helps to ensure that all students, regardless of race, ethnicity, income, home language, disability status, or where they live, get the education they need and deserve. It is also designed to ensure that all schools, regardless of where they are located and the students they serve, provide that education. And finally, the goal is to identify schools that need support, and prompt action to improve them, in a way that is understandable, transparent, and uniform. Accountability systems measure a variety of aspects of school performance--the same aspects at every school, for all students--and report the results to the public.

While all this knowledge can be empowering, too much information can be overwhelming. Important details may be lost in a flood of data, and a large amount of information can make it difficult to make decisions. The Maryland accountability system not only gives stakeholders and leaders data about their schools, but also brings together that data in a usable way to help them ask questions, find answers, make decisions, and act.

How did Maryland develop its accountability system?

The latest federal legislation about school accountability is the Every Student Succeeds Act (ESSA), signed into law in 2015. Under ESSA, each state is required to submit a plan detailing how the law will be implemented, including how it will hold schools accountable for student performance. Some parts of the accountability system are required by law--for example, all high schools, nationwide, are accountable for their graduation rate. The law also allows states to choose components of the accountability system that are important to its students and stakeholders.

The State Board of Education, MSDE staff, superintendents, principals, teachers, parents, community leaders, advocacy groups, and other stakeholders around the State worked together to create an accountability system that measured relevant, actionable aspects of school performance. The State plan was approved by the U.S. Department of Education in early 2018, and the first Maryland School Report Card was released later that year.

What does Maryland's accountability system measure?

How is that information reported?

The Maryland accountability system includes multiple ways to describe student and school performance. The major components of the accountability system are called "indicators." The indicators are: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success at the Elementary and Middle School Levels; Academic Achievement, Graduation Rate, Progress in Achieving English Language Proficiency, Readiness for Postsecondary Success, and School Quality and Student Success at the High School Level.

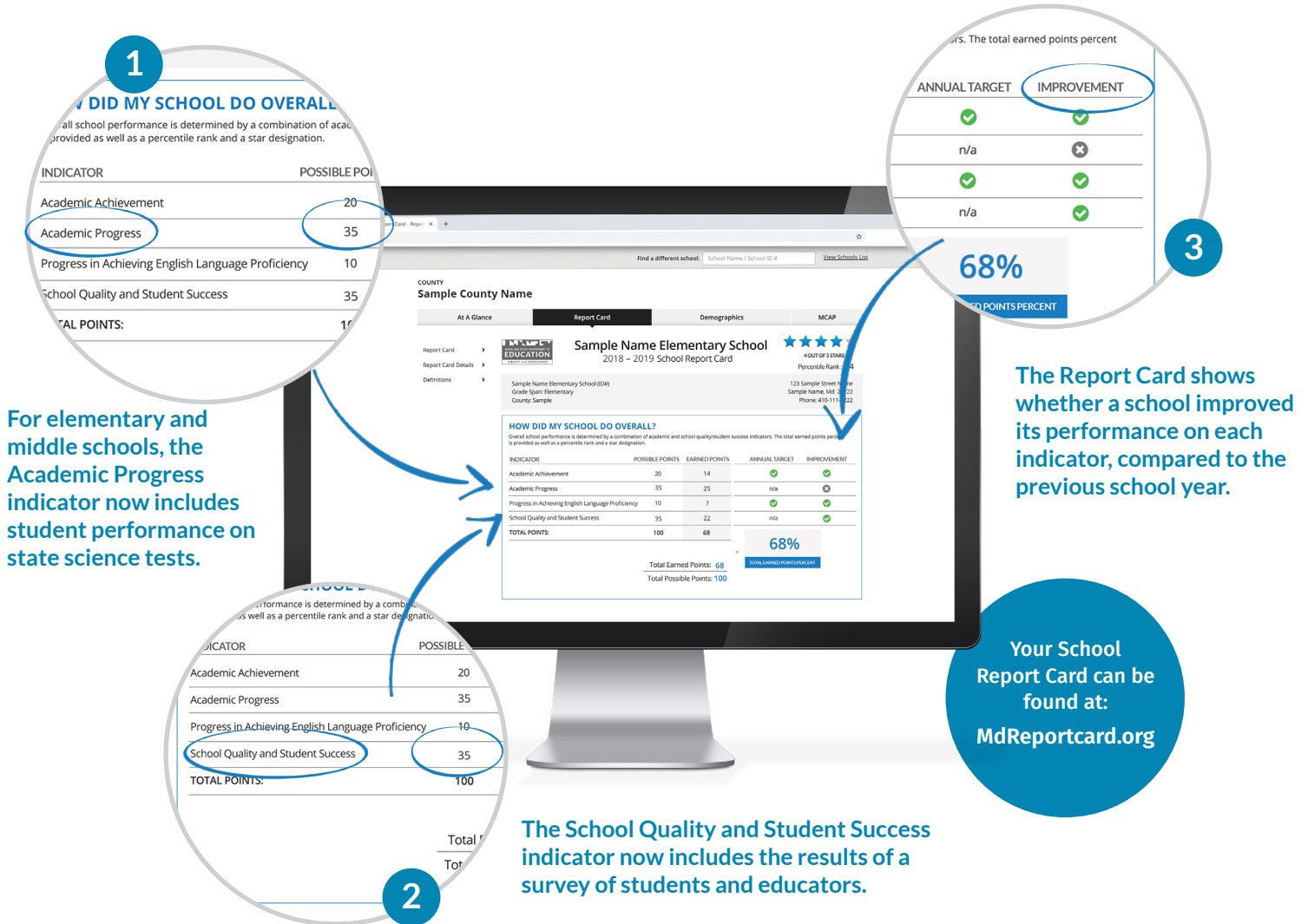
Each school's results on the Maryland accountability system are compiled and reported on the Maryland Report Card website. The individual School Report Cards are designed so parents, educators, stakeholders, and others can easily understand how their schools are performing, just as traditional report cards help parents understand how their students are performing academically in their classes and in other important ways.

The Maryland Report Card website and the School Report Card are designed to spark conversation, ideas, and solutions for Maryland schools. Teachers and administrators should use these tools to inform and target improvements. The Report Card can help parents and stakeholders ask questions of school and district leaders, especially about their plans to improve the results. For state and district leaders, the Report Card for schools and districts provide information about where resources and supports are most needed.

We encourage educators, parents, and others to dig deeper by visiting the Maryland State Department of Education's Report Card website, **[MDReportCard.org](https://mdreportcard.org)**.

What's New in the 2019 Maryland Report Card?

The Maryland Report Card was introduced in 2018 and included all the data available at that time. This year, there are three additional pieces of data that are now part of each School Report Card.



The Maryland Report Card also has information on how each student group performed, and contains data related to equity (including comparisons between the performance of student groups at the school). You can locate this information under “Report Card Details” on the school’s online report card.

| The total earned points percent between the Student Group and students | | |
|--|----------------------------|-------------------------------|
| ALL STUDENTS | STUDENTS WITH DISABILITIES | STUDENTS WITHOUT DISABILITIES |
| 100% | 17% | 83% |
| 9.2 out of 20 | 5.5 out of 20 | 9.9 out of 20 |
| 23.9 out of 35 | 18.2 out of 35 | 25.1 out of 35 |
| 5.6 out of 10 | 3.5 out of 10 | 6.0 out of 10 |
| 17 out of 35 | 19.0 out of 35 | 21.0 out of 35 |
| 68.0 out of 100 | 46.2 out of 100 | 62.0 out of 100 |
| | 46.2% | |

What does the Maryland School Report Card measure?

Just as a student report card shows how well a student is performing in different subjects, the Maryland School Report Card describes a school's performance on the Maryland accountability system. The School Report Card is designed so parents, educators, stakeholders, and others can easily understand how their schools are performing and spark conversations, ideas, and solutions for Maryland schools. Each school's results can be found on the Maryland Report Card website ([MdReportCard.org](https://mdreportcard.org)).

The major components of the accountability system are called "indicators," and just like a student's classes, each indicator measures different, but important, areas of performance. For elementary and middle schools, the indicators are: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success. For high schools, the indicators are Academic Achievement, Graduation Rate, Progress in Achieving English Language Proficiency, Readiness for Postsecondary Success, and School Quality and Student Success.



Academic Achievement

E M H

This indicator describes student performance on state standardized tests in English Language Arts and math.



Progress in Achieving English Language Proficiency

E M H

This indicator reports the percent of a school's English learner students who are on track toward achieving proficiency in the English language.



Academic Progress

E M

This indicator describes how student performance has grown compared to previous years on state standardized tests in English Language Arts and math. It also includes student performance on the state science tests, and the percent of students earning credit in core coursework. In future years it will include student performance on the state social studies test as well (middle schools only).



Readiness for Postsecondary Success

H

This indicator describes (1) the percent of ninth graders who earn at least four credits in core academic coursework, and (2) the percent of students who complete high school meeting a variety of standards beyond their required coursework.



Graduation Rate

H

This indicator includes the percent of students who earn a Maryland High School Diploma in four years, and in five years.



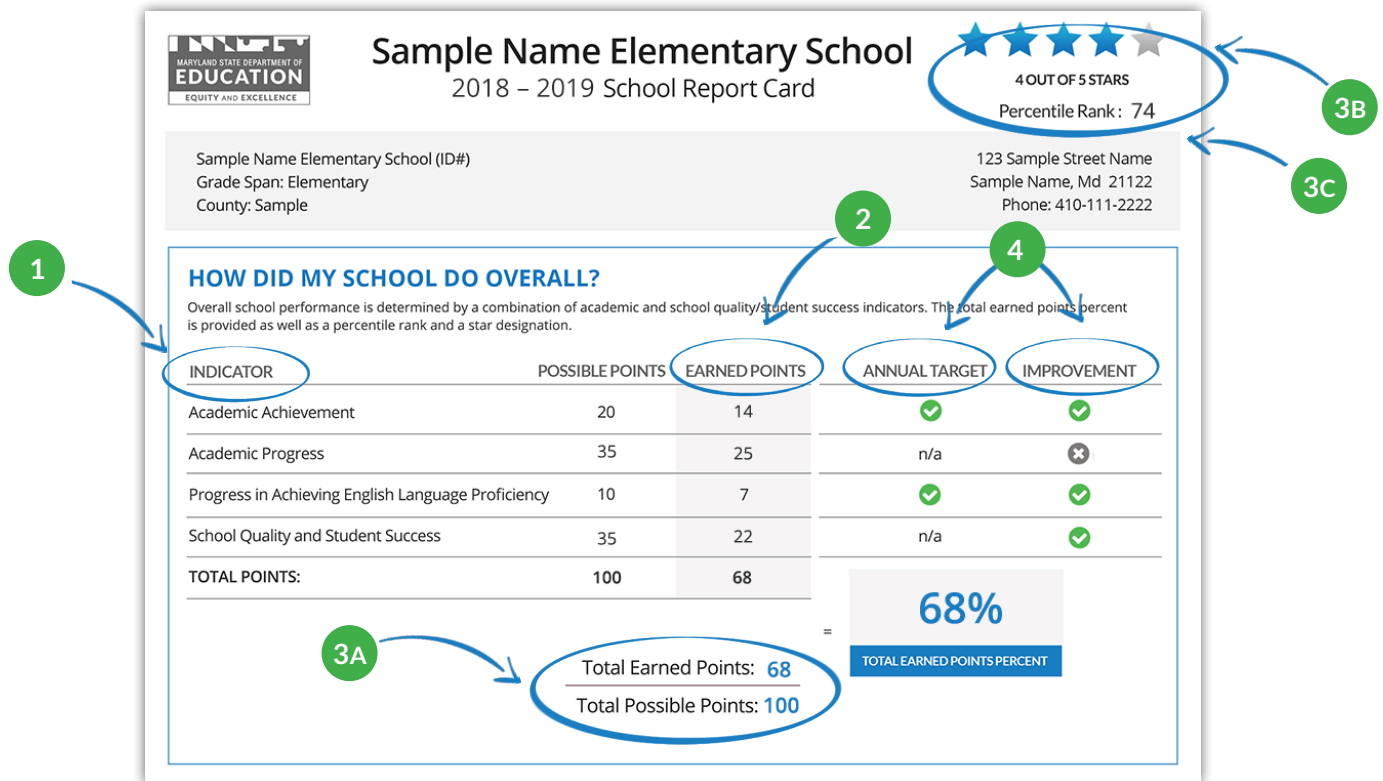
School Quality and Student Success

E M H

This indicator includes (1) the percent of students who are not chronically absent, (2) the results of a survey of students and educators, and (3) the percent of students who are enrolled in a well-rounded curriculum.

Path to Your Performance: Elementary School Reports

Using the information on the School Report Cards, you can find out your school's performance on the Maryland accountability system. How is the school doing on each component of the system, and overall? How does it compare to other Maryland schools? Is it improving and meeting its goals?



1 Step 1: Identify the indicators and measures that determine your school's performance on the School Report Card.

For elementary schools, there are four indicators: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success. To see what each indicator measures, see the pages in the rest of this guide. All indicators will be included for your school, unless it does not have enough eligible students. For each component of the system, there must be at least ten students for it to be included.

2 Step 2: Calculate your school's total earned points and total possible points.

- First, translate your school's performance results into earned points for each indicator. To see how results are translated into **earned points**, see the detailed indicator pages in the User's Guide.
- Then, add up the earned points to find the school's **total earned points**.

3 Step 3: Determine your school's "final score."

The "final score" for each school is expressed on the School Report Card in three different ways. Each tells you important information about how the school is performing.

- A:** Divide the total earned points by the total possible points. This is the **total earned points percent**, which describes the school's overall performance on the entire accountability system.
- B:** Use the total earned points percent to find the school's **star rating**. This is a convenient way of showing overall performance.
- C:** The **percentile rank** shows how the school's performance compares to other Maryland schools. For example, a percentile rank of 65 means that the school performed as well or better than 65% of all other Maryland elementary schools, and 35% of elementary schools performed better than this school.

4 Step 4: Check to see if your school is meeting its annual targets, and if it's improving over time.

- While measuring school performance and comparing it to other Maryland schools is important, improving and meeting achievable goals is another important way to keep schools accountable.
 - For some indicators, schools have long-term goals. To meet those goals, the school has **annual targets**, which divide up the long-term goal into yearly "chunks." The annual target section of the School Report Card shows whether the school made its target for that year.
 - The **improvement** section of the School Report Card shows whether the school's performance on each indicator is higher or lower than the previous year. Schools might not meet their annual target, but they can still be improving.



Academic Achievement

MEASURES: Percent of students scoring “proficient” or higher on state assessments, English Language Arts and math
Average Performance Level of students on state assessments, English Language Arts and math

DESCRIPTION: The Academic Achievement indicator is a component of the accountability system for elementary, middle, and high schools. There are four measures in this indicator: **(1)** percent of students scoring “proficient” or higher on state standardized math tests; **(2)** average Performance Level of students on state standardized math tests; **(3)** percent of students scoring “proficient” or higher on state standardized English Language Arts tests; **(4)** average Performance Level of students on state standardized English Language Arts tests.

On state tests in math and English Language Arts, “proficient” or higher is Performance Level 4 or 5. (On the Maryland State Alternate Assessment, “proficient” or higher is Performance Level 3 or 4.)

For elementary schools, the Academic Achievement indicator has a total of 20 possible points; each measure has five possible points.

WHY IS THIS IMPORTANT: The Academic Achievement indicator describes the performance of students in English Language Arts and math on state standardized tests. Measuring academic achievement provides information about student mastery of the Maryland state standards. The indicator has two different, but equally important, ways of showing this.

First, the indicator includes the **percent of students who score at or above the “proficient” level on the test**. If a student is “proficient,” it means he or she has the expected knowledge, skills, and practices to demonstrate a command of grade-level academic standards. Identifying schools where many students are struggling to achieve proficiency on state assessments is a crucial step in targeting schools that would most benefit from support.

Second, the indicator includes the **average Performance Level of all students**, regardless of whether they are proficient or not. This gives information about the entire range of student achievement in English Language Arts and math.

Together, these two pieces of information describe not only whether a school’s students are meeting expectations in English Language Arts and math, but also how all students are doing on average (even if the average is above or below the “proficient” level).

FROM RESULTS TO EARNED POINTS: A school will have “results” for each measure. How are those “results” translated into “earned points” on the accountability system?

| Academic Achievement in English Language Arts (ELA) and Math | | Grades 3-5 |
|--|---|--|
| POSSIBLE POINTS 5 | Percent of students scoring “proficient” or higher, English Language Arts | Earned Points = Percent “proficient” or higher x 5 |
| 5 | Average Performance Level, English Language Arts | Earned Points = Average Performance Level |
| 5 | Percent of students scoring “proficient” or higher, math | Earned Points = Percent “proficient” or higher x 5 |
| 5 | Average Performance Level, math | Earned Points = Average Performance Level |

20

ACADEMIC ACHIEVEMENT TOTAL = Sum of all measures (20 possible points)

For example, a school’s results might be: 60% of its tested students are proficient or higher in English Language Arts, with an average Performance Level of 3.2. In math, 68% of its tested students are proficient or higher, with an average Performance Level of 3.6.

This school would earn 3 out of 5 points for percent proficient or higher in ELA, or $60\% \times 5$. With an average Performance Level of 3.2 in ELA, it would earn 3.2 out of 5 points. In math, for its percent proficient of 68% it would earn 3.4 out of 5 points ($68\% \times 5$), and for the average Performance Level of 3.6 it would earn 3.6 out of 5 points. This school’s total earned points for the Academic Achievement indicator would be 13.2 out of 20 points ($3 + 3.2 + 3.4 + 3.6$).



Academic Progress

MEASURES: Median Student Growth Percentile, English Language Arts and math
Credit for Completion of a Well-Rounded Curriculum

DESCRIPTION: The Academic Progress indicator is a component of the accountability system for elementary and middle schools.

For elementary schools, the Academic Progress indicator has four measures: (1) median student growth percentile of students on state standardized math tests; (2) median student growth percentile of students on state standardized English Language Arts tests; (3) percent of students scoring "proficient" or higher on the state science test; (4) percent of fifth graders earning credit in social studies, fine arts, physical education, and health courses.

The Academic Progress indicator for elementary schools has 35 possible points: 25 possible points for median student growth percentile (12.5 for English Language Arts and 12.5 for math), five possible points for science proficiency, and five possible points for the percent of fifth graders earning credit in social studies, fine arts, physical education, and health.

Median Student Growth Percentile (SGP) describes how student performance has grown compared to previous years on state standardized tests in English Language Arts and math. Each individual student's growth is calculated using "student growth percentile," which compares the change in student's performance with all other Maryland students who took the same test in the prior year(s) and achieved a similar score. Each school's growth is the median student growth percentile of all its students.

Credit for Completion of a Well-Rounded Curriculum describes student performance in subjects in addition to English Language Arts and math. This measure includes the percent of fifth grade students earning credit in social studies, fine arts, physical education, and health. It also includes the percent of students scoring "proficient" or higher on state science tests. "Proficient" or higher is defined as Performance Level 3 or 4.

WHY IS THIS IMPORTANT: The Academic Progress indicator shows two important pieces of information about school performance: how students are **growing** in English Language Arts and math compared to previous years, and how students are **achieving** in not just English Language Arts and math but also other areas such as science, social studies, fine arts, physical education, and health. In a successful school, students should be making progress in their core academic subjects, and succeeding in all areas of the curriculum.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

| Student Growth in English Language Arts (ELA) and Math | | | | | | | | | | Grades 4-5 | | |
|--|---|---------------|-----|--------------|---------------|---|--------------|---------------|-----|--------------|---------------|------|
| POSSIBLE POINTS | Median student growth percentile (SGP), English Language Arts | | | | | Points are awarded using the “SGP Points Awarded” table below | | | | | 25 | |
| 12.5 | Median student growth percentile (SGP), math | | | | | Points are awarded using the “SGP Points Awarded” table below | | | | | | |
| * INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO – MEDIAN SGP IS LESS THAN Ex: A school with a median SGP of exactly 50.00 earns 7 points. | | | | | | | | | | | | |
| | | 0 - 20.0 | 1 | | 33.60 - 36.40 | 4 | | 50.00 - 52.70 | 7 | | 66.40 - 69.10 | 10 |
| | MEDIAN SGP * | 20.00 - 22.70 | 1.5 | MEDIAN SGP * | 36.40 - 39.10 | 4.5 | MEDIAN SGP * | 52.70 - 55.50 | 7.5 | MEDIAN SGP * | 69.10 - 71.80 | 10.5 |
| | | 22.70 - 25.50 | 2 | | 39.10 - 41.80 | 5 | | 55.50 - 58.20 | 8 | | 71.80 - 74.50 | 11 |
| | | 25.50 - 28.20 | 2.5 | | 41.80 - 44.50 | 5.5 | | 58.20 - 60.90 | 8.5 | | 74.50 - 77.30 | 11.5 |
| | | 28.20 - 30.90 | 3 | | 44.50 - 47.30 | 6 | | 60.90 - 63.60 | 9 | | 77.30 - 80.00 | 12 |
| | | 30.90 - 33.60 | 3.5 | | 47.30 - 50.00 | 6.5 | | 63.60 - 66.40 | 9.5 | | 80.00 - 100 | 12.5 |

* INTERVALS:
MEDIAN SGP IS GREATER
THAN OR EQUAL TO -
MEDIAN SGP IS LESS THAN
Ex: A school with a median
SGP of exactly 50.00 earns 7
points.

| Credit for Completion of a Well-Rounded Curriculum | | | Grade 5 |
|--|--|--|---------|
| POSSIBLE POINTS | Percent of students scoring “proficient” or higher, science | Earned Points = Percent “proficient” or higher x 5 | 10 |
| 5 | Percent of 5 th grade students earning credit in social studies, fine arts, physical education and health | Earned Points = Percent earning credit x 5 | |

ACADEMIC PROGRESS TOTAL = Sum of all measures (35 possible points)

For example, a school's results might be: median SGP of 46 in English Language Arts and 57 in math, 50% of students proficient or higher on state science tests, and 72% of 5th grade students earning credit in social studies, fine arts, physical education, and health.

For its median SGP of 46 in ELA, this school would earn 6 out of 12.5 possible points (see "SGP Points Awarded" table). For its median SGP of 57 in math, it would earn 8 out of 12.5 possible points. For 50% of students scoring proficient or higher in science, it would earn 2.5 out of 5 possible points (50% x 5). For 72% of 5th graders earning course credit, the school would earn 3.6 out of 5 possible points (72% x 5). The school's total earned points for the Academic Progress indicator would be 20.1 out of 35 possible points (6 + 8 + 2.5 + 3.6).



Progress in Achieving English Language Proficiency

DESCRIPTION: The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The Progress in Achieving English Language Proficiency indicator describes the percent of students identified as English learners at each school who are on track toward this goal. English language proficiency is measured by the "ACCESS for ELLs 2.0" assessment for English language learners. A score of 4.5 or higher on this test is considered "proficient" in English. The indicator is worth ten possible points.

WHY IS THIS IMPORTANT: The Progress in Achieving English Language Proficiency indicator shows how non-native English speaking students at a school or district are making progress in becoming proficient in English. This information is important for stakeholders to help ensure these students are being supported at the school.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

| Progress in Achieving English Language Proficiency | | | Grades K-5 |
|--|---|--|------------|
| POSSIBLE POINTS 10 | Percent of English learner (EL) students on-track to attaining English language | Earned Points = Percent of EL students on-track x 10 | 10 |

For example, if 55% of a school's English learner students are on-track to attaining English language proficiency, then the school would earn 5.5 out of 10 possible points (55% x 10).



School Quality and Student Success

MEASURES: Percent of Students Not Chronically Absent
Percent of Students with Access to a Well-Rounded Curriculum
School Survey

DESCRIPTION: This indicator describes a number of aspects of school performance that are not measured by standardized tests.

Chronic absenteeism reports the percent of students at each school who are absent at least ten percent or more of school days, and in membership at the school at least ten days. A student is counted as absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

The **school survey** asks students and educators about the quality and character of school life. Topics include safety, the instructional and physical environment, student engagement, and relationships within the school community.

The **percent of students with access to a well-rounded curriculum** is the percent of fifth graders enrolled in science, social studies, fine arts, physical education, and health.

WHY IS THIS IMPORTANT: The School Quality and Student Success indicator shows how a school is performing on measures that are not determined by student test scores. The measures add critical information to the accountability system that isn't captured in other ways, giving stakeholders a complete picture of school performance that isn't possible using test scores alone. This information is necessary to ensure students have access to educational opportunities and that schools are serving their needs, academically and beyond.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

| Chronic Absenteeism | | | | | | | | | | | Grades K-5 | | | |
|-----------------------|---------------|--|-----------|---------------|-----|---|---------------|-----|-----------|---------------|------------|-----------|---------------|------|
| POSSIBLE POINTS 15 | | Percent of students not chronically absent | | | | Points are awarded using the “Chronic Absenteeism Points Awarded” table below | | | | | 15 | | | |
| PERCENT * | 0 - 60.0 | 1 | PERCENT * | 66.70 - 68.00 | 4 | PERCENT * | 74.70 - 76.00 | 7 | PERCENT * | 82.70 - 84.00 | 10 | PERCENT * | 90.70 - 92.00 | 13 |
| | 60.00 - 61.30 | 1.5 | | 68.00 - 69.30 | 4.5 | | 76.00 - 77.30 | 7.5 | | 84.00 - 85.50 | 10.5 | | 92.00 - 93.30 | 13.5 |
| | 61.30 - 62.70 | 2 | | 69.30 - 70.70 | 5 | | 77.30 - 78.70 | 8 | | 85.50 - 86.70 | 11 | | 93.30 - 94.70 | 14 |
| | 62.70 - 64.00 | 2.5 | | 70.70 - 72.00 | 5.5 | | 78.70 - 80.00 | 8.5 | | 86.70 - 88.00 | 11.5 | | 94.70 - 96.00 | 14.5 |
| | 64.00 - 65.30 | 3 | | 72.00 - 73.30 | 6 | | 80.00 - 81.30 | 9 | | 88.00 - 89.30 | 12 | | 96.00 - 100 | 15 |
| | 65.30 - 66.70 | 3.5 | | 73.30 - 74.70 | 6.5 | | 81.30 - 82.70 | 9.5 | | 89.30 - 90.70 | 12.5 | | | |

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

| School Survey | | | Grade 5 |
|-----------------|---|---|---------|
| POSSIBLE POINTS | Score on a survey of students and educators | Earned Points (students) = Result x 7 Earned Points (educators) = Result x 3 | 10 |
| 10 | | | |

| Access to a Well-Rounded Curriculum | | | Grade 5 |
|-------------------------------------|---|---------------------------------------|---------|
| POSSIBLE POINTS | Percent of 5 th grade students enrolled in science, social studies, fine arts, physical education and health | Earned Points = Percent enrolled x 10 | 10 |
| 10 | | | |

SCHOOL QUALITY AND STUDENT SUCCESS TOTAL = Sum of all measures (35 possible points)

For example, a school's results might be: 90% of students are not chronically absent, a school survey result of 7 for students and 8 for teachers (scores range from 1 to 10), and 85% of fifth graders have access to a well-rounded curriculum (enrolled in science, social studies, fine arts, physical education, and health).

For its 90% of students not chronically absent, the school would earn 12.5 out of 15 possible points (see "Chronic Absenteeism Points Awarded" table). For its survey results, the school would earn 4.9 points out of 7 possible points for students (0.7×7) and 2.4 points out of 3 possible points for educators (0.8×3). For its 85% of students with access to a well-rounded curriculum, the school would earn 8.5 out of 10 possible points ($85\% \times 10$). The school's total earned points for the School Quality and Student Success indicator would be 28.3 out of 35 possible points ($12.5 + 4.9 + 2.4 + 8.5$).

Calculating Accountability Results: Elementary Schools

100 Total Possible Points

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math

Grades 3-5

| POSSIBLE POINTS | | |
|-----------------|---|---|
| 5 | Percent of students scoring "proficient" or higher, English Language Arts | Earned Points = Percent "proficient" or higher x 5 Ex: School has 60% of students "proficient" or higher on ELA. $(0.60 \times 5 = 3 \text{ points})$ |
| 5 | Average Performance Level, English Language Arts | Earned Points = Average Performance Level Ex: School has an average ELA Performance Level of 3.3. (3.3 points) |
| 5 | Percent of students scoring "proficient" or higher, math | Earned Points = Percent "proficient" or higher x 5 Ex: School has 50% of students "proficient" or higher on math. $(0.50 \times 5 = 2.5 \text{ points})$ |
| 5 | Average Performance Level, math | Earned Points = Average Performance Level Ex: School has an average math Performance Level of 3.5. (3.5 points) |

20

ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math

Grades 4-5

| POSSIBLE POINTS | | Earned Points are awarded for ELA and math by: | | | | | | | | | | | |
|-----------------|---|--|-----|---------------|-----|---------------|-----|---------------|------|--|--|--|--|
| | | 0 - 20.0 | 1 | 33.60 - 36.40 | 4 | 50.00 - 52.70 | 7 | 66.40 - 69.10 | 10 | | | | |
| 12.5 | Median student growth percentile (SGP), English Language Arts | 20.00 - 22.70 | 1.5 | 36.40 - 39.10 | 4.5 | 52.70 - 55.50 | 7.5 | 69.10 - 71.80 | 10.5 | | | | |
| | | 22.70 - 25.50 | 2 | 39.10 - 41.80 | 5 | 55.50 - 58.20 | 8 | 71.80 - 74.50 | 11 | | | | |
| | | 25.50 - 28.20 | 2.5 | 41.80 - 44.50 | 5.5 | 58.20 - 60.90 | 8.5 | 74.50 - 77.30 | 11.5 | | | | |
| 12.5 | Median student growth percentile (SGP), math | 28.20 - 30.90 | 3 | 44.50 - 47.30 | 6 | 60.90 - 63.60 | 9 | 77.30 - 80.00 | 12 | | | | |
| | | 30.90 - 33.60 | 3.5 | 47.30 - 50.00 | 6.5 | 63.60 - 66.40 | 9.5 | 80.00 - 100 | 12.5 | | | | |

* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO - MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

25

Credit for Completion of a Well-Rounded Curriculum

Grade 5

| POSSIBLE POINTS | | |
|-----------------|--|--|
| 5 | Percent of students scoring "proficient" or higher, science | Earned Points = Percent "proficient" or higher x 5 Ex: School has 50% of students "proficient" or higher on science. $(0.50 \times 5 = 2.5 \text{ points})$ |
| 5 | Percent of 5 th grade students earning credit in social studies, fine arts, physical education and health | Earned Points = Percent earning credit x 5 Ex: School has 70% of 5 th graders earning credit. $(0.70 \times 5 = 3.5 \text{ points})$ |

10

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency

Grades K-5

| POSSIBLE POINTS | | |
|-----------------|---|---|
| 10 | Percent of English learner (EL) students on-track to attaining English language proficiency | Earned Points = Percent of EL students on-track x 10 Ex: School has 40% of EL students on-track. $(0.40 \times 10 = 4 \text{ points})$ |

10

SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism

Grades K-5

| POSSIBLE POINTS | | Earned points are awarded by: | | | | | | | | | | | |
|-----------------|--|-------------------------------|-----|---------------|-----|---------------|-----|---------------|------|---------------|------|--|--|
| | | 0 - 60.0 | 1 | 66.70 - 68.00 | 4 | 74.70 - 76.00 | 7 | 82.70 - 84.00 | 10 | 90.70 - 92.00 | 13 | | |
| 15 | Percent of students not chronically absent | 60.00 - 61.30 | 1.5 | 68.00 - 69.30 | 4.5 | 76.00 - 77.30 | 7.5 | 84.00 - 85.50 | 10.5 | 92.00 - 93.30 | 13.5 | | |
| | | 61.30 - 62.70 | 2 | 69.30 - 70.70 | 5 | 77.30 - 78.70 | 8 | 85.50 - 86.70 | 11 | 93.30 - 94.70 | 14 | | |
| | | 62.70 - 64.00 | 2.5 | 70.70 - 72.00 | 5.5 | 78.70 - 80.00 | 8.5 | 86.70 - 88.00 | 11.5 | 94.70 - 96.00 | 14.5 | | |
| | | 64.00 - 65.30 | 3 | 72.00 - 73.30 | 6 | 80.00 - 81.30 | 9 | 88.00 - 89.30 | 12 | 96.00 - 100 | 15 | | |
| | | 65.30 - 66.70 | 3.5 | 73.30 - 74.70 | 6.5 | 81.30 - 82.70 | 9.5 | 89.30 - 90.70 | 12.5 | | | | |

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO - PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

15

School Survey

Grade 5

| POSSIBLE POINTS | | | |
|-----------------|---|--|---|
| 10 | Score on a survey of students and educators | Earned Points (students) = Result x 7 Ex: School has a result of 5 $(.5 \times 7 = 3.5 \text{ points})$ | Earned Points (educators) = Result x 3 Ex: School has a result of 6 $(.6 \times 3 = 1.8 \text{ points})$ |

10

Access to a Well-Rounded Curriculum

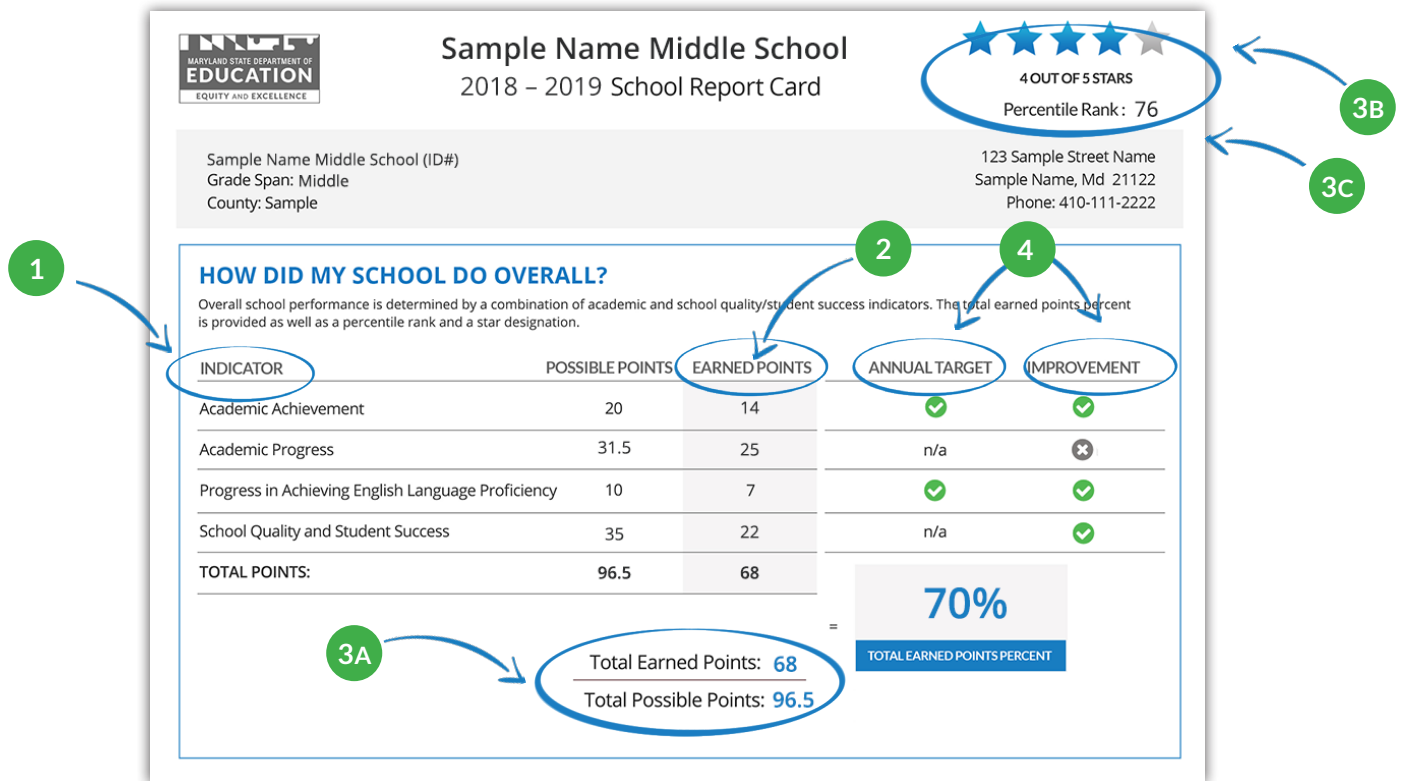
Grade 5

| POSSIBLE POINTS | | |
|-----------------|---|--|
| 10 | Percent of 5 th grade students enrolled in science, social studies, fine arts, physical education and health | Earned Points = Percent enrolled x 10 Ex: School has 80% of 5 th graders enrolled. $(0.80 \times 10 = 8 \text{ points})$ |

10

Path to Your Performance: Middle School Reports

Using the information on the School Report Cards, you can find out your school's performance on the Maryland accountability system. How is the school doing on each component of the system, and overall? How does it compare to other Maryland schools? Is it improving and meeting its goals?



1 Step 1: Identify the indicators and measures that determine your school's performance on the School Report Card.

For middle schools, there are four indicators: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success. To see what each indicator measures, see the pages in the rest of this guide. All indicators will be included for your school, unless it does not have enough eligible students. For each component of the system, there must be at least ten students for it to be included.

2 Step 2: Calculate your school's total earned points and total possible points.

- First, translate your school's performance results into earned points for each indicator. To see how results are translated into **earned points**, see the detailed indicator pages in the User's Guide.
- Then, add up the earned points to find the school's **total earned points**.

3 Step 3: Determine your school's "final score."

The "final score" for each school is expressed on the School Report Card in three different ways. Each tells you important information about how the school is performing.

- A:** Divide the total earned points by the total possible points. This is the **total earned points percent**, which describes the school's overall performance on the entire accountability system.
- B:** Use the total earned points percent to find the school's **star rating**. This is a concise way of showing overall performance.
- C:** The **percentile rank** shows how the school's performance compares to other Maryland schools. For example, a percentile rank of 80 means that the school performed as well or better than 80% of all other Maryland middle schools, and 20% of middle schools performed better than this school.

4 Step 4: Check to see if your school is meeting its annual targets, and if it's improving over time.

- While measuring school performance and comparing it to other Maryland schools is important, improving and meeting achievable goals is another important way to keep schools accountable.
- For some indicators, schools have long-term goals. To meet those goals, the school has **annual targets**, which divide up the long-term goal into yearly "chunks." The annual target section of the School Report Card shows whether the school made its target for that year.
- The **improvement** section of the School Report Card shows whether the school's performance on each indicator is higher or lower than the previous year. Schools might not meet their annual target, but they can still be improving.



Academic Achievement

MEASURES: Percent of students scoring “proficient” or higher on state assessments, English Language Arts and math
Average Performance Level of students on state assessments, English Language Arts and math

DESCRIPTION: The Academic Achievement indicator is a component of the accountability system for elementary, middle, and high schools. There are four measures in this indicator: (1) percent of students scoring “proficient” or higher on state standardized math tests; (2) average Performance Level of students on state standardized math tests; (3) percent of students scoring “proficient” or higher on state standardized English Language Arts tests; (4) average Performance Level of students on state standardized English Language Arts tests.

On state tests in math and English Language Arts, “proficient” or higher is Performance Level 4 or 5. (On the Maryland State Alternate Assessment, “proficient” or higher is Performance Level 3 or 4.)

For middle schools, the Academic Achievement indicator has a total of 20 possible points; each measure has five possible points.

WHY IS THIS IMPORTANT: The Academic Achievement indicator describes the performance of students in English Language Arts and math on state standardized tests. Measuring academic achievement provides information about student mastery of the Maryland state standards. The indicator has two different, but equally important, ways of showing this.

First, the indicator includes the **percent of students who score at or above the “proficient” level on the test**. If a student is “proficient,” it means he or she has the expected knowledge, skills, and practices to demonstrate a command of grade-level academic standards. Identifying schools where many students are struggling to achieve proficiency on state assessments is a crucial step in targeting schools that would most benefit from support.

Second, the indicator includes the **average Performance Level of all students**, regardless of whether they are proficient or not. This gives information about the entire range of student achievement in English Language Arts and math.

Together, these two pieces of information describe not only whether a school’s students are meeting expectations in English Language Arts and math, but also how all students are doing on average (even if the average is above or below the “proficient” level).

FROM RESULTS TO EARNED POINTS: A school will have “results” for each measure. How are those “results” translated into “earned points” on the accountability system?

| Academic Achievement in English Language Arts (ELA) and Math | | | Grades 6-8 |
|--|---|--|------------|
| POSSIBLE POINTS | | | |
| 5 | Percent of students scoring “proficient” or higher, English Language Arts | Earned Points = Percent “proficient” or higher x 5 | 20 |
| 5 | Average Performance Level, English Language Arts | Earned Points = Average Performance Level | |
| 5 | Percent of students scoring “proficient” or higher, math | Earned Points = Percent “proficient” or higher x 5 | |
| 5 | Average Performance Level, math | Earned Points = Average Performance Level | |

ACADEMIC ACHIEVEMENT TOTAL = Sum of all measures (20 possible points)

For example, a school’s results might be: 60% of its tested students are proficient or higher in English Language Arts, with an average Performance Level of 3.2. In math, 68% of its tested students are proficient or higher, with an average Performance Level of 3.6.

This school would earn 3 out of 5 points for percent proficient or higher in ELA, or $60\% \times 5$. With an average Performance Level of 3.2 in ELA, it would earn 3.2 out of 5 points. In math, for its percent proficient of 68% it would earn 3.4 out of 5 points ($68\% \times 5$), and for the average Performance Level of 3.6 it would earn 3.6 out of 5 points. This school’s total earned points for the Academic Achievement indicator would be 13.2 out of 20 points ($3 + 3.2 + 3.4 + 3.6$).

For its median SGP of 46 in ELA, this school would earn 6 out of 12.5 possible points (see “SGP Points Awarded” table). For its median SGP of 57 in math, it would earn 8 out of 12.5 possible points. For 60% of students scoring proficient or higher in science, it would earn 2.1 out of 3.5 possible points ($60\% \times 3.5$). For 80% of 8th graders earning course credit, the school would earn 4 out of 5 possible points ($80\% \times 5$). The school’s total earned points for the Academic Progress indicator would be 20.1 out of 31.5 possible points ($6 + 8 + 2.1 + 4$).



Progress in Achieving English Language Proficiency

DESCRIPTION: The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The Progress in Achieving English Language Proficiency indicator describes the percent of students identified as English learners at each school who are on track toward this goal. English language proficiency is measured by the "ACCESS for ELLs 2.0" assessment for English language learners. A score of 4.5 or higher on this test is considered "proficient" in English. The indicator is worth ten possible points.

WHY IS THIS IMPORTANT: The Progress in Achieving English Language Proficiency indicator shows how non-native English speaking students at a school or district are making progress in becoming proficient in English. This information is important for stakeholders to help ensure these students are being supported at the school.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

| Progress in Achieving English Language Proficiency | | | Grades 6-8 |
|--|---|--|------------|
| POSSIBLE POINTS 10 | Percent of English learner (EL) students on-track to attaining English language | Earned Points = Percent of EL students on-track x 10 | 10 |

For example, if 55% of a school's English learner students are on-track to attaining English language proficiency, then the school would earn 5.5 out of 10 possible points (55% x 10).



School Quality and Student Success

MEASURES: Percent of Students Not Chronically Absent
Percent of Students with Access to a Well-Rounded Curriculum
School Survey

DESCRIPTION: This indicator describes a number of aspects of school performance that are not measured by standardized tests.

Chronic absenteeism reports the percent of students at each school who are absent at least ten percent or more of school days, and in membership at the school at least ten days. A student is counted as absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

The **school survey** asks students and educators about the quality and character of school life. Topics include safety, the instructional and physical environment, student engagement, and relationships within the school community.

The **percent of students with access to a well-rounded curriculum** is the percent of students enrolled in fine arts, physical education, health, and computational learning.

WHY IS THIS IMPORTANT: The School Quality and Student Success indicator shows how a school is performing on measures that are not determined by student test scores. The measures add critical information to the accountability system that isn't captured in other ways, giving stakeholders a complete picture of school performance that isn't possible using test scores alone. This information is necessary to ensure students have access to educational opportunities and that schools are serving their needs, academically and beyond.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

| Chronic Absenteeism | | | | | | | | | | | Grades 6-8 | | | |
|-----------------------|---------------|--|---------------|---------------|-----|---|---------------|-----|---------------|---------------|------------|---------------|---------------|------|
| POSSIBLE POINTS 15 | | Percent of students not chronically absent | | | | Points are awarded using the “Chronic Absenteeism Points Awarded” table below | | | | | 15 | | | |
| PERCENT * | 0 - 60.0 | 1 | PERCENT * | 66.70 - 68.00 | 4 | PERCENT * | 74.70 - 76.00 | 7 | PERCENT * | 82.70 - 84.00 | 10 | PERCENT * | 90.70 - 92.00 | 13 |
| | 60.00 - 61.30 | 1.5 | | 68.00 - 69.30 | 4.5 | | 76.00 - 77.30 | 7.5 | | 84.00 - 85.50 | 10.5 | | 92.00 - 93.30 | 13.5 |
| | 61.30 - 62.70 | 2 | | 69.30 - 70.70 | 5 | | 77.30 - 78.70 | 8 | | 85.50 - 86.70 | 11 | | 93.30 - 94.70 | 14 |
| | 62.70 - 64.00 | 2.5 | | 70.70 - 72.00 | 5.5 | | 78.70 - 80.00 | 8.5 | | 86.70 - 88.00 | 11.5 | | 94.70 - 96.00 | 14.5 |
| | 64.00 - 65.30 | 3 | | 72.00 - 73.30 | 6 | | 80.00 - 81.30 | 9 | | 88.00 - 89.30 | 12 | | 96.00 - 100 | 15 |
| EARNED POINTS | 65.30 - 66.70 | 3.5 | EARNED POINTS | 73.30 - 74.70 | 6.5 | EARNED POINTS | 81.30 - 82.70 | 9.5 | EARNED POINTS | 89.30 - 90.70 | 12.5 | EARNED POINTS | | |

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO - PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

| School Survey | | | | | | | | | | Grades 6-8 |
|------------------------------|--|---|--|--|--|---|--|--|--|------------|
| POSSIBLE POINTS 10 | | Score on a survey of students and educators | | | | Earned Points (students) = Result x 7 Earned Points (educators) = Result x 3 | | | | 10 |

| Access to a Well-Rounded Curriculum | | | | | | | | | | Grades 6-8 |
|-------------------------------------|--|---|--|--|--|---------------------------------------|--|--|--|------------|
| POSSIBLE POINTS 10 | | Percent of students enrolled in fine arts, physical education, health, and computational learning | | | | Earned Points = Percent enrolled x 10 | | | | 10 |

SCHOOL QUALITY AND STUDENT SUCCESS TOTAL = Sum of all measures (35 possible points)

For example, a school's results might be: 90% of students are not chronically absent, a school survey result of 7 for students and 8 for teachers (scores range from 1 to 10), and 85% of students have access to a well-rounded curriculum (enrolled in fine arts, physical education, health, and computational learning).

For its 90% of students not chronically absent, the school would earn 12.5 out of 15 possible points (see "Chronic Absenteeism Points Awarded" table). For its survey results, the school would earn 4.9 points out of 7 possible points for students (0.7 x 7) and 2.4 points out of 3 possible points for educators (0.8 x 3). For its 85% of students with access to a well-rounded curriculum, the school would earn 8.5 out of 10 possible points (85% x 10). The school's total earned points for the School Quality and Student Success indicator would be 28.3 out of 35 possible points (12.5 + 4.9 + 2.4 + 8.5).

Calculating Accountability Results: Middle Schools

96.5

Max Possible Points For 2018-2019

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math

Grades 6-8

| | | |
|-----------------|---|---|
| POSSIBLE POINTS | | |
| 5 | Percent of students scoring "proficient" or higher, English Language Arts | Earned Points = Percent "proficient" or higher x 5 Ex: School has 60% of students "proficient" or higher on ELA. $(0.60 \times 5 = 3 \text{ points})$ |
| 5 | Average Performance Level, English Language Arts | Earned Points = Average Performance Level Ex: School has an average ELA Performance Level of 3.3. (3.3 points) |
| 5 | Percent of students scoring "proficient" or higher, math | Earned Points = Percent "proficient" or higher x 5 Ex: School has 50% of students "proficient" or higher on math. $(0.50 \times 5 = 2.5 \text{ points})$ |
| 5 | Average Performance Level, math | Earned Points = Average Performance Level Ex: School has an average math Performance Level of 3.5. (3.5 points) |

20

ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math

Grades 6-8

| | | | | | | | | | | | | | | | | | |
|-----------------|---|--|-----|---------------|-----|---------------|-----|---------------|------|--|--|--|--|--|--|--|--|
| POSSIBLE POINTS | | Earned Points are awarded for ELA and math by: | | | | | | | | | | | | | | | |
| | | 0 - 20.0 | 1 | 33.60 - 36.40 | 4 | 50.00 - 52.70 | 7 | 66.40 - 69.10 | 10 | | | | | | | | |
| 12.5 | Median student growth percentile (SGP), English Language Arts | 20.00 - 22.70 | 1.5 | 36.40 - 39.10 | 4.5 | 52.70 - 55.50 | 7.5 | 69.10 - 71.80 | 10.5 | | | | | | | | |
| | | 22.70 - 25.50 | 2 | 39.10 - 41.80 | 5 | 55.50 - 58.20 | 8 | 71.80 - 74.50 | 11 | | | | | | | | |
| | | 25.50 - 28.20 | 2.5 | 41.80 - 44.50 | 5.5 | 58.20 - 60.90 | 8.5 | 74.50 - 77.30 | 11.5 | | | | | | | | |
| 12.5 | Median student growth percentile (SGP), math | 28.20 - 30.90 | 3 | 44.50 - 47.30 | 6 | 60.90 - 63.60 | 9 | 77.30 - 80.00 | 12 | | | | | | | | |
| | | 30.90 - 33.60 | 3.5 | 47.30 - 50.00 | 6.5 | 63.60 - 66.40 | 9.5 | 80.00 - 100 | 12.5 | | | | | | | | |

* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO - MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

25

ENGLISH LANGUAGE PROFICIENCY

Credit for Completion of a Well-Rounded Curriculum

Grade 8

| | | |
|-----------------|--|---|
| POSSIBLE POINTS | | |
| 3.5 | Percent of students scoring "proficient" or higher, science | Earned Points = Percent "proficient" or higher x 3. Ex: School has 60% of students "proficient" or higher on science. $(0.60 \times 3.5 = 2.1 \text{ points})$ |
| 3.5* | Percent of students scoring "proficient" or higher, social studies* | Earned Points = Percent "proficient" or higher x 3.5 *Will not be used in 2018-2019 |
| 3 | Percent of 8 th grade students earning credit in English Language Arts, math, social studies, and science | Earned Points = Percent earning credit x 3 Ex: School has 70% of 8 th graders earning credit. $(0.70 \times 3 = 2.1 \text{ points})$ |

6.5

Progress in Achieving English Language Proficiency

Grades 6-8

| | | |
|-----------------|---|---|
| POSSIBLE POINTS | | |
| 10 | Percent of English learner (EL) students on-track to attaining English language proficiency | Earned Points = Percent of EL students on-track x 10 Ex: School has 40% of EL students on-track. $(0.40 \times 10 = 4 \text{ points})$ |

10

SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism

Grades 6-8

| | | | | | | | | | | | | | | | | | |
|-----------------|--|-------------------------------|-----|---------------|-----|---------------|-----|---------------|------|---------------|------|--|--|--|--|--|--|
| POSSIBLE POINTS | | Earned points are awarded by: | | | | | | | | | | | | | | | |
| | | 0 - 60.0 | 1 | 66.70 - 68.00 | 4 | 74.70 - 76.00 | 7 | 82.70 - 84.00 | 10 | 90.70 - 92.00 | 13 | | | | | | |
| 15 | Percent of students not chronically absent | 60.00 - 61.30 | 1.5 | 68.00 - 69.30 | 4.5 | 76.00 - 77.30 | 7.5 | 84.00 - 85.50 | 10.5 | 92.00 - 93.30 | 13.5 | | | | | | |
| | | 61.30 - 62.70 | 2 | 69.30 - 70.70 | 5 | 77.30 - 78.70 | 8 | 85.50 - 86.70 | 11 | 93.30 - 94.70 | 14 | | | | | | |
| | | 62.70 - 64.00 | 2.5 | 70.70 - 72.00 | 5.5 | 78.70 - 80.00 | 8.5 | 86.70 - 88.00 | 11.5 | 94.70 - 96.00 | 14.5 | | | | | | |
| | | 64.00 - 65.30 | 3 | 72.00 - 73.30 | 6 | 80.00 - 81.30 | 9 | 88.00 - 89.30 | 12 | 96.00 - 100 | 15 | | | | | | |
| | | 65.30 - 66.70 | 3.5 | 73.30 - 74.70 | 6.5 | 81.30 - 82.70 | 9.5 | 89.30 - 90.70 | 12.5 | | | | | | | | |

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO - PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

15

School Survey

Grades 6-8

| | | |
|-----------------|---|---|
| POSSIBLE POINTS | | |
| 10 | Score on a survey of students and educators | Earned Points (students) = Result x 7 Ex: School has a result of 5 $(.5 \times 7 = 3.5 \text{ points})$ Earned Points (educators) = Result x 3 Ex: School has a result of 6 $(.6 \times 3 = 1.8 \text{ points})$ |

10

Access to a Well-Rounded Curriculum

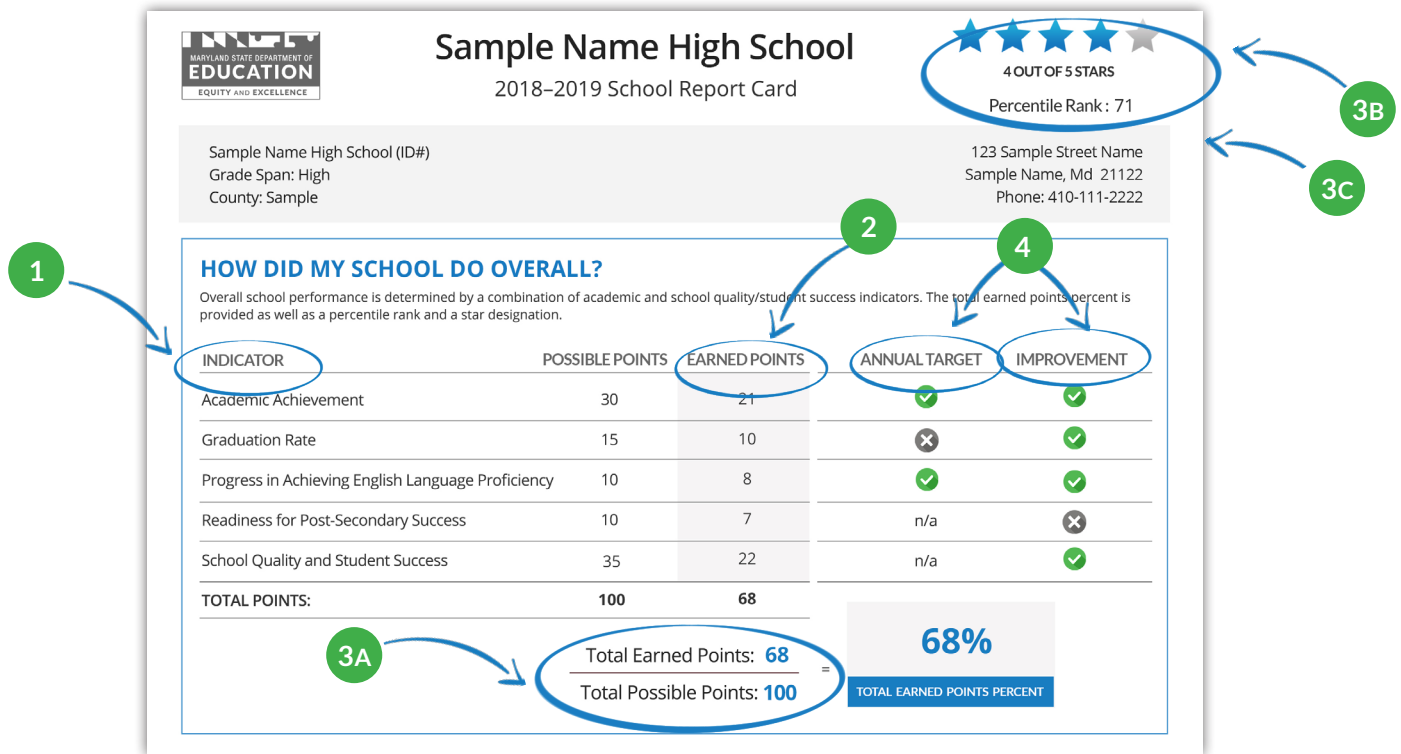
Grades 6-8

| | | |
|-----------------|---|---|
| POSSIBLE POINTS | | |
| 10 | Percent of students enrolled in fine arts, physical education, health, and computational learning | Earned Points = Percent enrolled x 10 Ex: School has 80% of students enrolled. $(0.80 \times 10 = 8 \text{ points})$ |

10

Path to Your Performance: High School Reports

Using the information on the School Report Cards, you can find out your school's performance on the Maryland accountability system. How is the school doing on each component of the system, and overall? How does it compare to other Maryland schools? Is it improving and meeting its goals?



1 Step 1: Identify the indicators and measures that determine your school's performance on the School Report Card.

For high schools, there are five indicators: Academic Achievement, Graduation Rate, Progress in Achieving English Language Proficiency, Readiness for Postsecondary Success, and School Quality and Student Success. To see what each indicator measures, see the pages in the rest of this guide. All indicators will be included for your school, unless it does not have enough eligible students. For each component of the system, there must be at least ten students for it to be included.

2 Step 2: Calculate your school's total earned points and total possible points.

- First, translate your school's performance results into earned points for each indicator. To see how results are translated into **earned points**, see the detailed indicator pages in the User's Guide.
- Then, add up the earned points to find the school's **total earned points**.

3 Step 3: Determine your school's "final score."

The "final score" for each school is expressed on the School Report Card in three different ways. Each tells you important information about how the school is performing.

- A:** Divide the total earned points by the total possible points. This is the **total earned points percent**, which describes the school's overall performance on the entire accountability system.
- B:** Use the total earned points percent to find the school's **star rating**. This is a concise way of showing overall performance.
- C:** The **percentile rank** shows how the school's performance compares to other Maryland schools. For example, a percentile rank of 55 means that the school performed as well or better than 55% of all other Maryland high schools, and 45% of high schools performed better than this school.

4 Step 4: Check to see if your school is meeting its annual targets, and if it's improving over time.

- While measuring school performance and comparing it to other Maryland schools is important, improving and meeting achievable goals is another important way to keep schools accountable.
 - For some indicators, schools have long-term goals. To meet those goals, the school has **annual targets**, which divide up the long-term goal into yearly "chunks." The annual target section of the School Report Card shows whether the school made its target for that year.
 - The **improvement** section of the School Report Card shows whether the school's performance on each indicator is higher or lower than the previous year. Schools might not meet their annual target, but they can still be improving.



Academic Achievement

MEASURES: Percent of students scoring “proficient” or higher on state assessments, English Language Arts and math
Average Performance Level of students on state assessments, English Language Arts and math

DESCRIPTION: The Academic Achievement indicator is a component of the accountability system for elementary, middle, and high schools. There are four measures in this indicator: (1) percent of students scoring “proficient” or higher on state standardized math tests; (2) average Performance Level of students on state standardized math tests; (3) percent of students scoring “proficient” or higher on state standardized English Language Arts tests; (4) average Performance Level of students on state standardized English Language Arts tests.

On state tests in math and English Language Arts, “proficient” or higher is Performance Level 4 or 5. (On the Maryland State Alternate Assessment, “proficient” or higher is Performance Level 3 or 4.)

For high schools, the Academic Achievement indicator has a total of 30 possible points; each measure has 7.5 possible points.

WHY IS THIS IMPORTANT: The Academic Achievement indicator describes the performance of students in English Language Arts and math on state standardized tests. Measuring academic achievement provides information about student mastery of the Maryland state standards. The indicator has two different, but equally important, ways of showing this.

First, the indicator includes the **percent of students who score at or above the “proficient” level on the test**. If a student is “proficient,” it means he or she has the expected knowledge, skills, and practices to demonstrate a command of grade-level academic standards. Identifying schools where many students are struggling to achieve proficiency on state assessments is a crucial step in targeting schools that would most benefit from support.

Second, the indicator includes the **average Performance Level of all students**, regardless of whether they are proficient or not. This gives information about the entire range of student achievement in English Language Arts and math.

Together, these two pieces of information describe not only whether a school’s students are meeting expectations in English Language Arts and math, but also how all students are doing on average (even if the average is above or below the “proficient” level).

FROM RESULTS TO EARNED POINTS: A school will have “results” for each measure. How are those “results” translated into “earned points” on the accountability system?

| Academic Achievement in English Language Arts (ELA) and Math | | Grades 9-12 |
|--|---|--|
| POSSIBLE POINTS 7.5 | Percent of students scoring “proficient” or higher, English Language Arts | Earned Points = Percent “proficient” or higher x 7.5 |
| 7.5 | Average Performance Level, English Language Arts | Earned Points = Average Performance Level x 1.5 |
| 7.5 | Percent of students scoring “proficient” or higher, math | Earned Points = Percent “proficient” or higher x 7.5 |
| 7.5 | Average Performance Level, math | Earned Points = Average Performance Level x 1.5 |

30

ACADEMIC ACHIEVEMENT TOTAL = Sum of all measures (30 possible points)

For example, a school’s results might be: 60% of its tested students are proficient or higher in English Language Arts, with an average Performance Level of 3.2. In math, 68% of its tested students are proficient or higher, with an average Performance Level of 3.6.

This school would earn 4.5 out of 7.5 points for percent proficient or higher in ELA, or $60\% \times 7.5$. With an average Performance Level of 3.2 in ELA, it would earn 4.8 out of 7.5 points (3.2×1.5). In math, for its percent proficient of 68% it would earn 5.1 out of 7.5 points ($68\% \times 7.5$), and for the average Performance Level of 3.6 it would earn 5.4 out of 7.5 points (3.6×1.5). This school’s total earned points for the Academic Achievement indicator would be 19.8 out of 30 points ($4.5 + 4.8 + 5.1 + 5.4$).



Graduation Rate

MEASURES: **Four-Year Adjusted Cohort Graduation Rate**
Five-Year Adjusted Cohort Graduation Rate

DESCRIPTION: The Graduation Rate indicator, which is only included for high schools, has 15 possible points: ten points for the four-year adjusted cohort graduation rate, and five points for the five-year adjusted cohort graduation rate.

The four-year adjusted cohort graduation rate is the percent of a school's cohort of first-time 9th grade students in a school year who graduate in four years (including the summer after the fourth year of high school) with a regular high school diploma, adjusted for students who transfer in and out of the school during that four-year period. For example, the 2017-2018 four-year adjusted cohort graduation rate is equal to the number of students who earned a high school diploma at the end of the 2017-2018 school year, divided by the number of first-time 9th graders in 2014-2015 (starting cohort), plus students who transferred in, minus students who transferred out, emigrated, or died during the 2014-2015, 2015-2016, 2016-2017, and 2017-2018 school years.

The five-year adjusted cohort graduation rate is the percent of a school's cohort of first-time 9th grade students in a particular school year who graduate in five years (including the summer after the fifth year of high school) with a regular high school diploma, adjusted for students who transfer in and out of the school during that five-year period.

WHY IS THIS IMPORTANT: The Graduation Rate indicator shows how many students received a Maryland high school diploma, while also giving credit to schools and districts for helping students that needed more time to finish their diplomas. Measuring the four-year graduation rate allows the state to track how schools and districts are meeting the goal of ensuring all Maryland students are college and career ready.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

| High School Graduation Rate | | Grade 12 |
|-----------------------------|---|--|
| POSSIBLE POINTS 10 | Four-year adjusted cohort graduation rate | Earned Points = Four-year graduation rate x 10 |
| 5 | Five-year adjusted cohort graduation rate | Earned Points = Five-year graduation rate x 5 |

15

GRADUATION RATE TOTAL = Sum of all measures (15 possible points)

For example, a school might have a four-year adjusted cohort graduation rate of 85%, and a five-year adjusted cohort graduation rate of 90%. For its four-year rate of 85%, the school would earn 8.5 out of 10 possible points (85% x 10). For its five-year rate of 90%, the school would earn 4.5 out of 5 possible points (90% x 5). For the Graduation Rate indicator, the school's total earned points is 13 out of 15 possible points (8.5 + 4.5).



Progress in Achieving English Language Proficiency

DESCRIPTION: The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The Progress in Achieving English Language Proficiency indicator describes the percent of students identified as English learners at each school who are on track toward this goal. English language proficiency is measured by the "ACCESS for ELLs 2.0" assessment for English language learners. A score of 4.5 or higher on this test is considered "proficient" in English. The indicator is worth ten possible points.

WHY IS THIS IMPORTANT: The Progress in Achieving English Language Proficiency indicator shows how non-native English speaking students at a school or district are making progress in becoming proficient in English. This information is important for stakeholders to help ensure these students are being supported at the school.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

| Progress in Achieving English Language Proficiency | | | Grades 9-12 |
|--|---|--|-------------|
| POSSIBLE POINTS 10 | Percent of English learner (EL) students on-track to attaining English language | Earned Points = Percent of EL students on-track x 10 | 10 |

For example, if 55% of a school's English learner students are on-track to attaining English language proficiency, then the school would earn 5.5 out of 10 possible points (55% x 10).



Readiness For Postsecondary Success

MEASURES: **On-track in 9th Grade**
Credit for Completion of a Well-Rounded Curriculum

DESCRIPTION: The Readiness for Postsecondary Success indicator is a component of the accountability system for high schools. There are two measures in this indicator: the share of students who (1) at ninth grade have earned at least four credits in core academic coursework, and (2) upon high school completion the percent of students meeting a variety of standards beyond their required coursework.

On-track in 9th Grade describes the percent of ninth grade students who earn at least four credits in any of the following: English Language Arts, mathematics, science, social studies, or world languages.

Credit for Completion of a Well-Rounded Curriculum is the percent of students completing high school and meeting any one of the following: score of 3 or better on an Advanced Placement (AP) test; score of 4 or better on an International Baccalaureate (IB) test; SAT score of at least 530 (math) and 480 (reading); ACT score of 21 or higher; earned credit for dual enrollment; completion of the University System of Maryland entry requirements; completion of a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council; completion of an industry certification aligned with an approved career and technical education (CTE) program and achievement of CTE concentrator status; completion of an approved CTE program; Armed Services Vocational Aptitude Battery test (ASVAB) score of 31 or higher; completion of a Seal of Biliteracy; or for students obtaining a Maryland High School Certificate of Program Completion: percent of students achieving gainful employment, postsecondary education and training, supported employment or other services integrated in the community.

WHY IS THIS IMPORTANT: The Readiness For Postsecondary Success indicator shows how many students are on track for graduation early in high school, and how many students have completed a rigorous and/or challenging co-curricular standard as they complete their high school career. Research shows both of these are important indications of student success: students who are on-track to complete their core coursework at the end of ninth grade are more likely to graduate, and students who complete high school with well-rounded curriculum beyond core coursework are better prepared for further education or work after high school. Whether training in a technical field or preparing for work or college, this indicator measures preparedness for life after K-12 education and allows stakeholders and leaders to assess if schools are providing students with varied and diverse experiences.

FROM RESULTS TO EARNED POINTS: A school will have “results” for each measure. How are those “results” translated into “earned points” on the accountability system?

| On-Track in 9th Grade | | | Grade 9 |
|-----------------------|---|--|---------|
| POSSIBLE POINTS | Percent of 9 th grade students who earn at least four credits in English Language Arts, math, science, social studies, and/or world language | Earned Points = Percent earning credit x 5 | 5 |

| Credit for Completion of a Well-Rounded Curriculum | | | Grade 12 |
|--|--|--|----------|
| POSSIBLE POINTS | Percent of students completing high school and earning credit for achieving other academic benchmarks. | Points are awarded using the “Credit for Completion of a Well-Rounded Curriculum Points Awarded” table | 5 |

| | | | | | | | | | | | | |
|---|-----------|---------------|---------------|-----|-----------|---------------|---------------|-----|-----------|---------------|---------------|-----|
| *INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN Ex: A school with a percent of exactly 85.70 earns 4 points. | PERCENT * | 0 - 60.0 | EARNED POINTS | 1 | PERCENT * | 70.30 - 75.40 | EARNED POINTS | 2.5 | PERCENT * | 85.70 - 90.90 | EARNED POINTS | 4 |
| | | 60.00 - 65.10 | | 1.5 | | 75.40 - 80.60 | | 3 | | 90.90 - 96.00 | | 4.5 |
| | | 65.10 - 70.30 | | 2 | | 80.60 - 85.70 | | 3.5 | | 96.00 - 100 | | 5 |
| | | | | | | | | | | | | |

READINESS FOR POSTSECONDARY SUCCESS TOTAL = Sum of all measures (10 possible points)

For example, a school’s results might be that 80% of its ninth graders are on-track (earning at least four credits in English Language Arts, mathematics, science, social studies, or world languages), and 70% of its students who complete high school earned credit for a well-rounded curriculum.

For its 80% of on-track ninth grade students, the school would earn 4 out of 5 possible points (80% x 5). For its 70% of students earning credit for a well-rounded curriculum, the school would earn 2 out of 5 possible points (see “Credit for Completion of a Well-Rounded Curriculum Points Awarded” table). For the Readiness for Postsecondary Success indicator, the school would earn a total of 6 out of 10 possible points (4 + 2).



School Quality and Student Success

MEASURES: Percent of Students Not Chronically Absent
Percent of Students with Access to a Well-Rounded Curriculum
School Survey

DESCRIPTION: This indicator describes a number of aspects of school performance that are not measured by standardized tests.

Chronic absenteeism reports the percent of students at each school who are absent at least ten percent or more of school days, and in membership at the school at least ten days. A student is counted as absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

The **school survey** asks students and educators about the quality and character of school life. Topics include safety, the instructional and physical environment, student engagement, and relationships within the school community.

The **percent of students with access to a well-rounded curriculum** is the percent of students graduating or exiting with a certificate of program completion who meet at least one of the following: enrolled in an Advanced Placement (AP) course; enrolled in an International Baccalaureate (IB) course; participating in dual enrollment; enrolled in a Career and Technical Education (CTE) program at the CTE concentrator level or higher; or, for students earning a Certificate of Program Completion, enrollment in a general education core academic or elective course.

WHY IS THIS IMPORTANT: The School Quality and Student Success indicator shows how a school is performing on measures that are not determined by student test scores. The measures add critical information to the accountability system that isn't captured in other ways, giving stakeholders a complete picture of school performance that isn't possible using test scores alone. This information is necessary to ensure students have access to educational opportunities and that schools are serving their needs, academically and beyond.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

| Chronic Absenteeism | | | | | | | | | | Grades 9-12 | | | | |
|--|---------------|--|-----------|---------------|-----|-----------|---|-----|-----------|---------------|------|-----------|---------------|------|
| POSSIBLE POINTS 15 | | Percent of students not chronically absent | | | | | Points are awarded using the “Chronic Absenteeism Points Awarded” table below | | | | | 15 | | |
| PERCENT * | 0 - 60.0 | 1 | PERCENT * | 66.70 - 68.00 | 4 | PERCENT * | 74.70 - 76.00 | 7 | PERCENT * | 82.70 - 84.00 | 10 | PERCENT * | 90.70 - 92.00 | 13 |
| | 60.00 - 61.30 | 1.5 | | 68.00 - 69.30 | 4.5 | | 76.00 - 77.30 | 7.5 | | 84.00 - 85.50 | 10.5 | | 92.00 - 93.30 | 13.5 |
| | 61.30 - 62.70 | 2 | | 69.30 - 70.70 | 5 | | 77.30 - 78.70 | 8 | | 85.50 - 86.70 | 11 | | 93.30 - 94.70 | 14 |
| | 62.70 - 64.00 | 2.5 | | 70.70 - 72.00 | 5.5 | | 78.70 - 80.00 | 8.5 | | 86.70 - 88.00 | 11.5 | | 94.70 - 96.00 | 14.5 |
| | 64.00 - 65.30 | 3 | | 72.00 - 73.30 | 6 | | 80.00 - 81.30 | 9 | | 88.00 - 89.30 | 12 | | 96.00 - 100 | 15 |
| | 65.30 - 66.70 | 3.5 | | 73.30 - 74.70 | 6.5 | | 81.30 - 82.70 | 9.5 | | 89.30 - 90.70 | 12.5 | | | |
| * INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO - PERCENT IS LESS THAN Ex: A school with a percent of exactly 84.00 earns 10.5 points. | | | | | | | | | | | | | | |
| School Survey | | | | | | | | | | Grades 9-11 | | | | |
| POSSIBLE POINTS 10 | | Score on a survey of students and educators | | | | | Earned Points (students) = Result x 7 Earned Points (educators) = Result x 3 | | | | | 10 | | |
| Access to a Well-Rounded Curriculum | | | | | | | | | | Grade 12 | | | | |
| POSSIBLE POINTS 10 | | Percent of students completing high school and enrolled in other opportunities beyond core coursework. | | | | | Earned Points = Percent enrolled x 10 | | | | | 10 | | |

SCHOOL QUALITY AND STUDENT SUCCESS TOTAL = Sum of all measures (35 possible points)

For example, a school's results might be: 90% of students are not chronically absent, a school survey result of 7 for students and 8 for teachers (scores range from 1 to 10), and 85% of students completing high school have access to a well-rounded curriculum.

For its 90% of students not chronically absent, the school would earn 12.5 out of 15 possible points (see "Chronic Absenteeism Points Awarded" table). For its survey results, the school would earn 4.9 points out of 7 possible points for students (0.7×7) and 2.4 points out of 3 possible points for educators (0.8×3). For its 85% of students with access to a well-rounded curriculum, the school would earn 8.5 out of 10 possible points ($85\% \times 10$). The school's total earned points for the School Quality and Student Success indicator would be 28.3 out of 35 possible points ($12.5 + 4.9 + 2.4 + 8.5$).

Calculating Accountability Results: High Schools

100

Total Possible Points

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math

Grades 9-12

| | | |
|-------------------------------|---|---|
| POSSIBLE POINTS 7.5 | Percent of students scoring "proficient" or higher, English Language Arts | Earned Points = Percent "proficient" or higher x 7.5 Ex: School has 60% of students "proficient" or higher on ELA. $(0.60 \times 7.5 = 4.5 \text{ points})$ |
| 7.5 | Average Performance Level, English Language Arts | Earned Points = Average Performance Level x 1.5 Ex: School has an average ELA Performance Level of 3.4. $(3.4 \times 1.5 = 5.1 \text{ points})$ |
| 7.5 | Percent of students scoring "proficient" or higher, math | Earned Points = Percent "proficient" or higher x 7.5 Ex: School has 60% of students "proficient" or higher on math. $(0.60 \times 7.5 = 4.5 \text{ points})$ |
| 7.5 | Average Performance Level, math | Earned Points = Average Performance Level x 1.5 Ex: School has an average math Performance Level of 3.6. $(3.6 \times 1.5 = 5.4 \text{ points})$ |

30

GRADUATION RATE

High School Graduation Rate

Grade 12

| | | |
|------------------------------|---|--|
| POSSIBLE POINTS 10 | Four-year adjusted cohort graduation rate | Earned Points = Four-year graduation rate x 10 Ex: School has a four-year graduation rate of 85%. $(0.85 \times 10 = 8.5 \text{ points})$ |
| 5 | Five-year adjusted cohort graduation rate | Earned Points = Five-year graduation rate x 5 Ex: School has a five-year graduation rate of 90%. $(0.9 \times 5 = 4.5 \text{ points})$ |

15

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency

Grades 9-12

| | | |
|------------------------------|---|---|
| POSSIBLE POINTS 10 | Percent of English learner (EL) students on-track to attaining English language proficiency | Earned Points = Percent of EL students on-track x 10 Ex: School has 40% of EL students on-track. $(0.40 \times 10 = 4 \text{ points})$ |
|------------------------------|---|---|

10

READINESS FOR POSTSECONDARY SUCCESS

On-Track in 9th Grade

Grade 9

| | | |
|-----------------------------|---|--|
| POSSIBLE POINTS 5 | Percent of 9 th grade students who earn at least four credits in English Language Arts, math, science, social studies, and/or world language | Earned Points = Percent earning credit x 5 Ex: School has 70% of 9 th graders earning credit. $(0.70 \times 5 = 3.5 \text{ points})$ |
|-----------------------------|---|--|

5

Credit for Completion of a Well-Rounded Curriculum

Grade 12

| | | | | | | | | | | | | | |
|---|--|-------------------------------|---------------|---------------|-----|-----------|---------------|---------------|-----|-----------|---------------|---------------|-----|
| POSSIBLE POINTS | | Earned points are awarded by: | | | | | | | | | | | |
| 5 | Percent of students completing high school and earning credit for achieving other academic benchmarks. (For a full list see User's Guide.) | PERCENT * | 0 - 60.0 | EARNED POINTS | 1 | PERCENT * | 70.30 - 75.40 | EARNED POINTS | 2.5 | PERCENT * | 85.70 - 90.90 | EARNED POINTS | 4 |
| | | | 60.00 - 65.10 | | 1.5 | | 75.40 - 80.60 | | 3 | | 90.90 - 96.00 | | 4.5 |
| | | | 65.10 - 70.30 | | 2 | | 80.60 - 85.70 | | 3.5 | | 96.00 - 100 | | 5 |
| * INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN Ex: A school with a percent of exactly 85.70 earns 4 points. | | | | | | | | | | | | | |

5

SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism

Grades 9-12

| POSSIBLE POINTS | | Earned points are awarded by: | | | | | | | | | | | | | | |
|--|--|-------------------------------|---------------|-------------------|-----------|---------------|-------------------|-----------|---------------|-------------------|-----------|---------------|--------------------|-----------|---------------|--------------------|
| 15 | Percent of students not chronically absent | | 0 - 60.0 | 1 | | 66.70 - 68.00 | 4 | | 74.70 - 76.00 | 7 | | 82.70 - 84.00 | 10 | | 90.70 - 92.00 | 13 |
| | | PERCENT * | 60.00 - 61.30 | EARNED POINTS 1.5 | PERCENT * | 68.00 - 69.30 | EARNED POINTS 4.5 | PERCENT * | 76.00 - 77.30 | EARNED POINTS 7.5 | PERCENT * | 84.00 - 85.50 | EARNED POINTS 10.5 | PERCENT * | 92.00 - 93.30 | EARNED POINTS 13.5 |
| | | | 61.30 - 62.70 | 2 | | 69.30 - 70.70 | 5 | | 77.30 - 78.70 | 8 | | 85.50 - 86.70 | 11 | | 93.30 - 94.70 | 14 |
| | | | 62.70 - 64.00 | 2.5 | | 70.70 - 72.00 | 5.5 | | 78.70 - 80.00 | 8.5 | | 86.70 - 88.00 | 11.5 | | 94.70 - 96.00 | 14.5 |
| | | | 64.00 - 65.30 | 3 | | 72.00 - 73.30 | 6 | | 80.00 - 81.30 | 9 | | 88.00 - 89.30 | 12 | | 96.00 - 100 | 15 |
| | | | 65.30 - 66.70 | 3.5 | | 73.30 - 74.70 | 6.5 | | 81.30 - 82.70 | 9.5 | | 89.30 - 90.70 | 12.5 | | | |
| | | | | | | | | | | | | | | | | |
| * INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO - PERCENT IS LESS THAN Ex: A school with a percent of exactly 84.00 earns 10.5 points. | | | | | | | | | | | | | | | | |

15

School Survey

Grades 9-11

| | | |
|------------------------------|---|---|
| POSSIBLE POINTS 10 | Score on a survey of students and educators | Earned Points (students) = Result x 7 Ex: School has a result of 5 $(.5 \times 7 = 3.5 \text{ points})$ Earned Points (educators) = Result x 3 Ex: School has a result of 6 $(.6 \times 3 = 1.8 \text{ points})$ |
|------------------------------|---|---|

10

Access to a Well-Rounded Curriculum

Grade 12

| | | |
|------------------------------|--|--|
| POSSIBLE POINTS 10 | Percent of students completing high school and enrolled in other opportunities beyond core coursework. (For a full list see User's Guide.) | Earned Points = Percent enrolled x 10 Ex: School has 80% of students completing high school enrolled. $(0.80 \times 10 = 8 \text{ points})$ |
|------------------------------|--|--|

10

How to Use Maryland School Report Card Data to Support and Improve Schools



Families

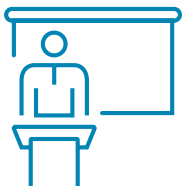
The Maryland Report Card website and School Report Card are first and foremost for families and students, who can use a school's Report Card to understand a school's performance and progress. It can be used to spark ideas on how to help strengthen a school by holding school leaders responsible for its performance – regardless of the score it received. Every school has areas in which it can improve. Each School Report Card provides some—but not all—measures of how a school is doing. Families need to weigh this information with other information about a school's performance.

How to get informed: Go to the Maryland Report Card website ([MdReportCard.org](https://mdreportcard.org)) and look up the School Report Card for your student's school. There you'll find information about how the school is performing, and how it is doing in comparison to other schools. You'll see how the school is performing on each component of the accountability system. You can also find information about how groups of students are performing, such as low-income students or English learners.

Ask yourself: Are you satisfied with the way the school performed overall? Are there particular components that you are concerned about? Are the needs of all groups of students being met, or are there student groups that are not performing as well as others?

Ask the principal and school leaders: What are the plans to improve school performance? What are the plans for closing achievement gaps? How will the community be informed about improvement efforts? How can families support the school's improvement efforts?

Ask the district leaders: How are they making sure that school leaders have the resources and supports they need? How are they holding schools responsible for making improvements?

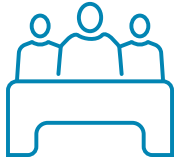


Principals and Teachers

While there are many ways to measure the performance of a school, the School Report Card is the source of information about each school's and school system's strong points and areas in need of improvement on Maryland's accountability system.

Using the information at your school: The School Report Card and additional data on the Maryland Report Card website provides you with important baseline data about your school, district, and state. It shows how your school is performing overall, and gives you detailed information about individual components of the system. It tells you about how all your students are doing, as well as student groups. It gives you raw data and scores, and also allows you to compare your performance to others. The School Report Card will show you key areas at the school that need urgent attention, places where you can plan and act immediately, and areas where you might need greater support. It will also give you reasons to celebrate your school's students and educators. Assure students that the "final score" is not a reflection on them – it's something the entire school community will work on together to improve, no matter what the scores are now.

Using the information with your school community: The School Report Card is a way to empower your school community to be informed and involved. Share with them that the School Report Card is part of a system that provides useful information about their school, and direct them to the detailed information on the Maryland Report Card website ([MdReportCard.org](https://mdreportcard.org)). Explore the data with them and encourage them to ask questions. Provide concrete steps that are being taken by the school's administration and teachers to improve their school's performance, no matter what it is now.



School Boards and Superintendents

School boards and superintendents play a critical role in improving schools and communicating school performance to stakeholders. The information on the Report Card for schools and districts can identify and celebrate what is successful in your district, and help you make a case for maintaining the programs that might contribute to that success. It can also help you change practices that are not positively impacting student and school performance.

Work with your school and district leaders: District and school leaders should be able to explain their plans for school improvement, no matter what their school's current performance. This is also an opportunity for them to ask you for supports and resources that will help them accomplish their goals. What did they learn from the Report Card about the performance of their schools? What can they celebrate, and to what do they attribute their success? What do they need to work to maintain, and what needs improvement? What can they accomplish with the resources and supports that they currently have, and how can district leaders better enable improvement?

Work with your stakeholders: Help families and community members understand where schools are performing well—and where they are not, what plans your schools are making to improve, and how you are investing and distributing resources wisely. Engage stakeholders and seek feedback. By providing information about specific areas of school performance, the Report Card will help stakeholders better articulate questions and concerns. More empowered stakeholders will lead to greater engagement and productive conversations about your school system.

Frequently Asked Questions

The following FAQs may be useful in providing further insight into understanding the exciting updates to the Maryland School Report Card.

Q: Why do we have the Maryland Report Card website and School Report Card?

The School Report Card provides an easily understandable way to report the performance and progress of Maryland schools and districts on the State's accountability system. They can be found on the Maryland Report Card website (MdReportCard.org), along with even more information about each school. Together, they allow for transparent, open, and data-driven dialogue between educators, families, students, and community stakeholders on how well each school is serving its students. Maryland first published the School Report Card for the 2017-2018 school year.

Q: What is my school's "overall score"?

Each school has an "overall score" that represents its performance on the entire accountability system. The system contains a number of pieces on which a school can earn points based on the way that the school is performing in that particular area. The overall score describes the total points, expressed in three ways. First, the **total earned points percent** is the total number of points earned by the school, divided by the total possible points. For example, a school that earned 70 out of 100 possible points would have a total earned points percent of 70%. Second, a school receives a **star rating**, which is a concise way of showing a school's total earned points percent. A school that earned 70% of its possible points would have four stars. Third, a school is given a **percentile rank**, which describes how that school performed in comparison to others. For example, an elementary school in the 80th percentile means the school performed equal to or better than 80 percent of other Maryland elementary schools.

Q: What does the overall score mean?

The overall score describes how a school is performing on the entire Maryland accountability system. It should spark conversation and help educators and others search for opportunities for improvement. The total earned points percent and star rating show performance on an absolute scale, and the percentile rank shows how the school is doing in comparison to others in the state.

Q: Does a low overall score mean my school is bad?

The overall score is a snapshot of how a school performed on a handful of factors. It is meant to identify areas in which a school is performing strongly, and those that need improvement. While the overall score is a simple way to look at school performance on the Maryland accountability system, it's only one piece of information about school quality. The Maryland Report Card website (MdReportCard.org) has more details about school performance, including data on how the school scored on each area of the accountability system, results for each student group, and changes in performance over time. There are also many factors that influence the quality of a school that are not captured by the Report Card. These are also important to the school community and should be considered as well.

Q: Why did my school not receive a overall score, percentile rank, or star rating?

To receive an overall score, a school must have 45 or more possible points. Some schools may not have possible points for every measure or indicator. (For example, if a school does not have at least ten English language learner students, then the Progress in Achieving English Language Proficiency indicator is not included for that school. There would be no possible points for this indicator.) For schools with fewer than 45 possible points, data for the measures and indicators that do apply will still be reported. However, the school will not receive an overall score, in any of its forms (total earned points percent, stars, or percentile rank).

Q: What are the components of the accountability system? How can a school earn points?

The accountability system has two parts: academic indicators, which make up 65 possible points in the system, and measures of school quality and student success, which are 35 possible points. For elementary and middle schools, the academic indicators are:

- Academic Achievement: A combination of the percent of students scoring “proficient” or higher on state standardized tests in math and English Language Arts, and the average Performance Level of students on state standardized tests.
- Academic Progress: A combination of (1) how student performance on state tests in English Language Arts and math has grown compared to previous years, (2) The percent of fifth or eighth grade students earning credit in core coursework, and (3) student performance on state science tests. (In upcoming years, it will also include student performance on state social studies tests for middle schools.)
- Progress in Achieving English Language Proficiency: The percentage of a school’s English language learner population who are on track toward achieving proficiency in the English language.

The measures of School Quality and Student Success are (1) the percent of students who are not chronically absent, (2) the results of a survey of students and educators, and (3) the percent of students who are enrolled in a well-rounded curriculum.

At the high school level, the academic indicators are:

- Academic Achievement: A combination of the percent of students scoring “proficient” or higher on state standardized tests in math and English Language Arts, and the average Performance Level of students on state standardized tests.
- Graduation Rate: The percent of students who earn a Maryland High School Diploma.
- Progress in Achieving English Language Proficiency: The percent of a school’s English language learner population who are on track toward achieving proficiency in the English language.
- Readiness for Postsecondary Success: The percent of students who (1) at ninth grade have earned at least four credits in core academic coursework, and (2) upon graduation the percent of students meeting a variety of standards beyond their required coursework.

The measures of School Quality and Student Success are (1) the percent of students who are not chronically absent, (2) the results of a survey of students and educators, and (3) the percent of students who upon graduation have participated in a learning opportunity beyond their required core academic coursework.

A school earns points on the component of the accountability system based on its performance in each area

Q: How do other states report school performance?

The Every Student Succeeds Act requires states to, at the minimum, report school performance for each of the indicators. However, the majority of states (including Maryland) are reporting “overall scores” as well. Most have systems similar to Maryland, with a combination of some type of summative score (in our case, the total earned points percent) and a rating system (in our case, the stars).

Q: How do we explain differences between a school’s score on the Maryland Report Card and other third-party evaluations?

Third-party evaluations (such as GreatSchools or SchoolDigger) are not based on the Maryland accountability system. Some use a simple user survey, while others choose a small number of factors like student test scores. In comparison, the Maryland accountability system measures school performance using a variety of ways, and presents the information in the same way for all schools across the state.

Q: Why does the Report Card include groups of students by race/ethnicity, and those receiving special services?

Federal law requires that we report performance of all students as a single group, and that we break out the performance of specific groups of students. Student group performance is critical information for schools, teachers, families and students that helps ensure every student's educational needs are met. There are seven race/ethnicity student groups: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of Any Race, White, and Two or More Races. There are three groups of students receiving special services: Economically Disadvantaged, English Language Learner, and Students with Disabilities.

Q: How can I use the School Report Card and Maryland Report Card website to better understand how my school is doing?

The Report Card is the most comprehensive collection of public school data that Maryland has collected and made available in one place. The School Report Card is an easy-to-use overview of school performance. The website is interactive and detailed. Together, they give both accessible and comprehensive information about school performance. For more tips and specifics, see the "How to Use Maryland School Report Card Data to Support and Improve Schools" section of this toolkit.

Q: How can we use the Report Card to improve our school?

The Maryland Report Card can be used to highlight strengths and to identify those areas in which improvement is needed. This is essential to developing a plan for improvement. For more tips and specifics, see the "How to Use Maryland School Report Card Data to Support and Improve Schools" section of this toolkit.

Q: Where can I find more information?

Additional data and details about the factors used to determine final scores are available on the Maryland State Department of Education website, MarylandPublicSchools.org and Maryland Report Card website, MdReportCard.org.

Glossary

While the Maryland State Department of Education has worked diligently to provide the public with an easy-to-understand website, there are terms included that may be unfamiliar to some. The following glossary may be useful in strengthening understanding of the Maryland Report Card.

Academic Achievement

The **Academic Achievement** indicator is a component of the accountability system for elementary, middle, and high schools. There are four measures in this indicator: (1) percent of students scoring “proficient” or higher on state standardized math tests; (2) average Performance Level of students on state standardized math tests; (3) percent of students scoring “proficient” or higher on state standardized English Language Arts tests; (4) average Performance Level of students on state standardized English Language Arts tests. On state tests in math and English Language Arts, “proficient” or higher is Performance Level 4 or 5. (On the Maryland State Alternate Assessment, “proficient” or higher is Performance Level 3 or 4.) For elementary and middle schools, the Academic Achievement indicator has a total of 20 possible points; each measure has five possible points. For high schools, the Academic Achievement indicator has a total of 30 possible points; each measure has 7.5 possible points.

Academic Progress

The **Academic Progress** indicator is a component of the accountability system for elementary and middle schools. For elementary schools, the Academic Progress indicator has four measures: (1) median student growth percentile of students on state standardized math tests; (2) median student growth percentile of students on state standardized English Language Arts tests; (3) percent of students scoring “proficient” or higher on state science tests; (4) percent of fifth graders earning credit in social studies, fine arts, physical education, and health courses. The entire Academic Progress indicator for elementary schools has 35 possible points: 25 for growth (12.5 for math and 12.5 for English Language Arts), five possible points for science proficiency, and five possible points for the percent of fifth graders earning credit in social studies, fine arts, physical education, and health.

For middle schools, the Academic Progress indicator has five measures: (1) median student growth percentile of students on state standardized math tests; (2) median student growth percentile of students on state standardized English Language Arts tests; (3) percent of students scoring “proficient” or higher on state science tests; (4) percent of students scoring “proficient” or higher on state social studies tests (to be included in 2020-2021); (5) percent of eighth graders earning credit in English Language Arts, math, social studies, and science courses. The entire Academic Progress indicator for middle schools has 35 possible points: 25 for growth (12.5 for math and 12.5 for English Language Arts), 3.5 possible points for science proficiency, 2.5 possible points for social studies proficiency, and three possible points for the percent of eighth graders earning credit in English Language Arts, math, social studies, and science courses.

Access to a Well-Rounded Curriculum

The **Access to a Well-Rounded Curriculum** measure is one component of the School Quality and Student Success indicator. For elementary schools, it is the percent of fifth graders enrolled in science, social studies, fine arts, physical education, and health. For middle schools, it is the percent of students enrolled in fine arts, physical education, health, and computational learning. For high schools, it is the percent of students graduating or exiting with a certificate of program completion who meet at least one of the following: enrolled in an Advanced Placement (AP) course; enrolled in an International Baccalaureate (IB) course; participating in dual enrollment; enrolled in a Career and Technical Education (CTE) program at the CTE concentrator level or higher; or, for students earning a Certificate of Program Completion, enrollment in a general education core academic or elective course.

Annual Target

Some components of the accountability system have long-term goals: percent of students proficient in math, percent of students proficient in English Language Arts, percent of students making progress toward English language proficiency, and (for high schools) four-year adjusted cohort graduation rate and five-year adjusted cohort graduation rate.

Long-term goals are broken down into “**annual targets**” so that a school can see whether it is on track to meeting its goals. For more information about how annual targets are calculated, please refer to the Maryland School Report Card User’s Guide and/or Technical Documentation.

Chronic Absenteeism

The Maryland accountability system includes the percent of students that are not chronically absent. A student who is **chronically absent** means

that he or she is absent at least ten percent or more of school days. Students are included in the measure if they have been enrolled in the school for at least ten days. "Absent" means a student is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. The chronic absenteeism measure is part of the School Quality and Student Success indicator, and it has 15 possible points.

Earned Points

On each component of the accountability system, a school's performance is translated into **earned points**. For example, if 50 percent of a school's students are on track to English Language Proficiency, and that indicator is worth a total of 10 points, then the school would earn 50 percent of a possible 10 points, or five points. The sum of the earned points for each component of the accountability system is a school's total earned points. For more information on how data is translated into earned points for each measure and indicator, see the Maryland School Report Card User's Guide.

Graduation Rate

The **Graduation Rate** indicator has two measures: (1) four-year adjusted cohort graduation rate, and (2) five-year adjusted cohort graduation rate. This indicator, which is only included for high schools, has 15 possible points: ten for the four-year rate, and five for the five-year rate.

Indicators

Indicators are the large components of the Maryland accountability system. Elementary and middle schools have four indicators: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success. High schools have five indicators: Academic Achievement, Graduation Rate, Progress in Achieving English Language Proficiency, Readiness for Postsecondary Success, and School Quality and Student Success.

Maryland Report Card website

The collection of education data that includes each individual School Report Card, Maryland student performance on state and federal testing requirements, education funding, graduation rates, student enrollment, professional qualifications, and other accountability data.

Measures

Measures are components of indicators. For example, the School Quality and Student Success indicator is made up of three measures: percent of students not chronically absent, school survey, and percent of students with access to a well-rounded curriculum.

Percentile Rank

The **percentile rank** describes a school's performance in comparison to other Maryland schools. For example, an elementary school in the 80th percentile means this elementary school performed equal to or better than 80 percent of other Maryland elementary schools on the accountability system. The percentile rank is one way of reporting a school's "overall score" on the Maryland accountability system, along with a school's percent of possible points and Star Rating.

Possible Points

Each component of the accountability system has a certain number of **possible points**. This represents the maximum number of points a school can earn for each measure and indicator. The sum of the possible points for each component of the accountability system is a school's total possible points. Some schools may not have possible points for every measure or indicator. (For example, if a school does not have at least ten English language learner students, then the Progress in Achieving English Language Proficiency indicator is not included for that school. There would be no possible points for this indicator.)

Progress in Achieving English Language Proficiency

The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The **Progress in Achieving English Language Proficiency** indicator describes the percent of English language learner students at each school who are on track toward this goal. English language proficiency is measured by the "ACCESS for ELLs 2.0" assessment for English language learners. The indicator is worth ten possible points.

Readiness For Postsecondary Success

The **Readiness for Postsecondary Success** indicator is a component of the accountability system for high schools. There are two measures in this indicator: (1) the percent of ninth grade students who earn at least four credits in any of the following: English Language Arts, mathematics, science, social studies, or world languages; and (2) the percent of students completing high school and meeting any one of the following: score of 3 or better on an Advanced Placement (AP) test, score of 4 or better on an International Baccalaureate (IB) test; SAT score of at least 530 (math) and 480 (reading); ACT score of 21 or higher; earned credit for dual enrollment; completion of the University System of Maryland entry requirements; completion of a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council; completion of an industry certification aligned with an approved career and technical education (CTE) program and achievement of CTE concentrator status; completion of an approved CTE program; Armed Services Vocational Aptitude Battery test (ASVAB) score of 31 or higher; completion of a Seal of Biliteracy; or for students obtaining a Maryland High School Certificate of Program Completion: percent of students achieving gainful employment, postsecondary education and training, supported employment or other services integrated in the community (2019-2020). The indicator has ten possible points, five points for each measure.

School Survey

The **School Survey** measure is one component of the School Quality and Student Success indicator. The survey provides schools, school systems, and the State with valuable information to support a positive learning and working environment that promotes success for all students. Students in grades 5-11, as well as educators, take the survey.

School Quality and Student Success

The **School Quality and Student Success** indicator has three measures: (1) percent of students not chronically absent; (2) school survey; and (3) access to a well-rounded curriculum. The indicator has 35 possible points: 15 possible points for chronic absenteeism, ten for the school survey, and ten for access to a well-rounded curriculum

Standardized Test

Standardized tests are tests that students in grades 3-8 and one grade in high school take each year. The results inform schools about students' knowledge of academic standards, and they provide data that helps teachers inform instruction. "Standardized" means that every student who takes the same test will see the same questions (or a selection of questions from common bank of questions). Standardized tests are a part of the Maryland Comprehensive Assessment Program (MCAP) tests.

Student Growth

Student growth describes the change in a student's performance on a specific test. The Maryland accountability system measures student growth using "median student growth percentile" (SGP), which compares the change in student's performance with all other Maryland students who took the same test in the prior year(s) and achieved a similar score. Each student receives an SGP score with a possible value of 1 (low) to 99 (high). For example, a student with an SGP of 75 grew as much as or more than 75 percent of all other similarly-scoring Maryland students. A school's SGP is the median of the SGP scores of its students.

Star Rating

The stars given to each school are a convenient way of expressing a school's "overall score" on the Maryland accountability system, along with a school's percent of total earned points percent and percentile rank. Stars are awarded using a school's total earned points percent:



5 stars when a school has **at least 75% of total earned points percent**



4 stars when a school has **at least 60% but less than 75% of total earned points percent**



3 stars when a school has **at least 45% but less than 60% of total earned points percent**



2 stars when a school has **at least 30% but less than 45% of total earned points percent**



1 star when a school has **less than 30% of total earned points percent**

Schools with fewer than 45 total possible points will not receive a Star Rating. However, the available data for these schools will be reported. Local school systems will also not receive a Star Rating. However, the available data for local school systems will be reported.

Total Earned Points Percent

Each school receives a **total earned points percent**, which is the total earned points divided by the total possible points. The total earned points percent is one way of reporting a school's "final score" on the Maryland accountability system, along with a school's percentile rank and Star Rating.



MARYLAND STATE DEPARTMENT
OF EDUCATION

KAREN B. SALMON, Ph.D.

State Superintendent of Schools

BRIGADIER GENERAL WARNER I. SUMPTER, USA, RET.

President, Maryland State Board of Education

LARRY HOGAN

Governor

200 West Baltimore Street | Baltimore, Maryland 21201

MarylandPublicSchools.org

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Phone 410-767-0433, TTY 410-767-0426, Fax 410-767-0431.

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